

# Massachusetts Comprehensive Assessment System

## Alternate Assessment for Students with Disabilities

---



---

## *2010 Educator's Manual for MCAS-Alt*

---

This publication is available on the Department of Elementary and Secondary Education website at:  
[www.doe.mass.edu/mcas/alt/resources.html](http://www.doe.mass.edu/mcas/alt/resources.html).

Massachusetts Department of Elementary and Secondary Education  
Fall 2009



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.  
We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation.  
Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant Street, Malden, MA 02148 781-338-6105.

© 2009 Massachusetts Department of Elementary and Secondary Education  
*Permission is hereby granted to copy for non-commercial educational purposes any or all parts of this document.  
Please credit the "Massachusetts Department of Elementary and Secondary Education."*

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



## *Commissioner's Foreword*

Dear Colleagues:

I am pleased to present you with the *2010 Educator's Manual for MCAS-Alt*. This manual provides guidelines and instructions to assist you in preparing alternate assessment portfolios for submission to the Department of Elementary and Secondary Education. As is true of standard MCAS tests, the purpose of the MCAS Alternate Assessment (MCAS-Alt) is to assess the achievement of students in relation to knowledge and skills specified in the Massachusetts curriculum frameworks. The submission deadline for the 2010 MCAS-Alt will be early April. This submission deadline will allow districts and schools to have preliminary MCAS-Alt results in mid-June to assist in academic planning and placement for students in fall 2010.

Alternate assessments measure the educational performance of the small number of students who are unable to take standard MCAS tests due to the complexity and severity of their disabilities. These students participate in MCAS by producing portfolios of their work that must be compiled and submitted in the same subjects and grades in which standard MCAS tests are administered.

State and federal laws require that annual assessments in Reading and Mathematics be conducted for all students in grades 3–8 and 10, including those who take alternate assessments. In addition, students must be assessed in Science and Technology/Engineering at least once in elementary, middle, and high school. Resource materials in this manual have been developed to assist teachers in conducting these required assessments.

I encourage teachers, parents, and students to use the process of compiling MCAS-Alt portfolios as an opportunity to identify challenging educational goals for students with significant disabilities, meet important MCAS assessment requirements, and share information about students' progress in meeting their goals.

Thank you for assisting the Department in administering this vital component of the Massachusetts Comprehensive Assessment System.

Sincerely,

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

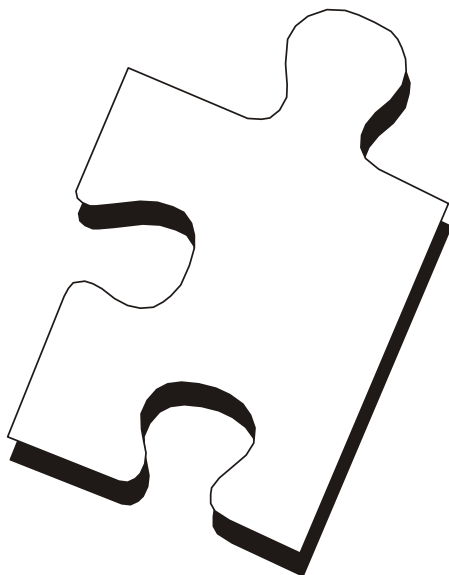
# TABLE OF CONTENTS

---

<b>PART I</b>	<b>Introduction and Overview including Security Requirements.....</b>	<b>5</b>
	Introduction to the <i>2010 Educator’s Manual for MCAS-Alt</i> .....	6
	New and Notable for the 2010 MCAS-Alt.....	7
	Massachusetts Comprehensive Assessment System.....	8
	MCAS Alternate Assessment (MCAS-Alt) Overview.....	9
	MCAS-Alt Security Requirements.....	10
	Guidelines for IEP Team Decision Making: Which Students Should Take the MCAS-Alt?.....	12
<b>PART II</b>	<b>Required Assessments for Each Grade.....</b>	<b>15</b>
	Suggested Timeline for 2009-2010.....	23
	MCAS-Alt “Grade-level” Portfolios in Grades 3–8: Portfolio Requirements to Score <i>Needs Improvement</i> or Higher .....	24
	MCAS-Alt Portfolios Submitted to Meet the Competency Determination Requirement .....	25
<b>PART III</b>	<b>Portfolio Evidence.....</b>	<b>33</b>
	Portfolio Contents.....	34
	Required Evidence in Each Strand.....	38
	Guidelines for Collecting Data on Student Performance.....	39
<b>PART IV</b>	<b>Scoring Portfolios and Reporting Results.....</b>	<b>48</b>
	Scoring MCAS-Alt Portfolios.....	49
	2010 MCAS-Alt Rubric for Scoring Portfolio Strands.....	51
	Determining a Performance Level for Each Content Area .....	57
	Reporting Results of MCAS-Alt.....	59
<b>PART V</b>	<b>Required Forms.....</b>	<b>61</b>
<b>PART VI</b>	<b>Product Description Labels and Blank Data Charts.....</b>	<b>77</b>
<b>APPENDIX A</b>	<b>Why It’s Important to Include Students with Disabilities in MCAS.....</b>	<b>91</b>
	Frequently Asked Questions about MCAS-Alt.....	92

## PART I

# **Introduction and Overview** **including** **Security Requirements**



# Introduction to the 2010 Educator's Manual for MCAS-Alt

The *2010 Educator's Manual for MCAS-Alt* is intended to guide educators in preparing portfolios for students with significant disabilities who have been identified to participate in the MCAS Alternate Assessment (MCAS-Alt) by their IEP or Section 504 teams. These students must be assessed on their performance in the same academic subjects as their peers who are taking standard MCAS tests. However, because these students are unable to fully demonstrate their knowledge and skills on standard MCAS paper-and-pencil tests, they must submit a portfolio instead. This manual contains all the necessary information, guidance, and forms needed to conduct the 2010 MCAS-Alt and is available, with other assessment-related Department publications, on the Department's website at [www.doe.mass.edu/mcas/alt/](http://www.doe.mass.edu/mcas/alt/).

## 2010 MCAS-Alt Enrollment and Portfolio Submission

Materials for the completion and submission of MCAS-Alt portfolios, including three-ring portfolio binders, *MCAS-Alt Student Identification Forms* (SIF), and prepaid shipping materials, will be sent to each school in late February 2010, according to the number of requests received from each school in the online MCAS Enrollment Survey in early winter. Schools that do not receive these materials by March 5, 2010, should contact the MCAS Service Center at 800-737-5103.

Each student taking the MCAS-Alt must submit a completed *MCAS-Alt Student Identification Form*. See the *Spring 2010 Principal's Administration Manual* for additional information.

## 2010 MCAS-Alt Forms and Graphs Online

2010 MCAS-Alt cover sheets, work description labels, and data charts are available in digital format from the MCAS-Alt website at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt). The digital format allows educators to complete these forms on their personal computers and to print and include them, as appropriate, in each portfolio. Two versions are available for digital completion of forms and graphs:

- The **download** version allows completion of forms on a *single* personal computer or laptop
- The **online** version allows completion of forms on *multiple* computers through log in and access to a secure web site.

Forms may also be photocopied from this manual and completed by hand.

## MCAS-Alt Results

2009 MCAS and MCAS-Alt results, along with *Portfolio Feedback Forms* (PFF) for the MCAS-Alt, were posted electronically on August 10. Principals may view and print *Portfolio Feedback Forms* online at the secure, password-protected MCAS Service Center website at [www.mcasservicecenter.com](http://www.mcasservicecenter.com). Print copies of PFFs will be included in each school's shipment of returned portfolios scheduled for receipt by September 30. Print copies of the *MCAS-Alt Parent/Guardian Report* will be shipped to districts on September 17.

## MCAS-Alt Score Appeal

The MCAS-Alt Score Appeal is a process by which the Department of Elementary and Secondary Education addresses a claim of perceived inaccuracy in the **scoring** of one or more areas of a previous school year's MCAS-Alt portfolio, or the incorrect calculation of a student's **performance level**. An appeal requesting that the Department review the portfolio and recalculate the student's MCAS-Alt portfolio score may be submitted to the Department in early September by a school, educational collaborative, or approved private special education school. More information is available at [www.doe.mass.edu/mcas/alt/scoreappeal\\_overview.html](http://www.doe.mass.edu/mcas/alt/scoreappeal_overview.html).

## Security Requirements

Please carefully review the section of this manual on security requirements for the MCAS-Alt.

# NEW and Notable for the 2010 MCAS-Alt

Please be aware of the following changes for the MCAS-Alt in 2009–2010:

- The deadline for submitting MCAS Alternate Assessment (MCAS-Alt) portfolios has been changed to **April 1, 2010**. This change will enable students participating in the MCAS-Alt to receive results in **mid-June**, along with students participating in the standard MCAS tests. Portfolios will be scored in the spring by the state’s testing contractor. The Department will not conduct the MCAS-Alt summer scoring institute in 2010.
- Department-sponsored **MCAS-Alt training sessions** will be conducted in October 2009, and January and March 2010. Announcements and registration information will be faxed to schools and posted to [www.doe.mass.edu](http://www.doe.mass.edu).
- **History and Social Science** (HSS) will not be assessed in the 2009–2010 school year. Information on HSS learning standards may be found in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006).
- **Electronic portfolio** software (MCAS-Alt EV) will no longer be provided by the Department for the creation and submission of MCAS-Alt student portfolios on CDs. Educators interested in this option are directed instead to use the MCAS-Alt Forms and Graphs Online program, and to print the data charts and required forms for inclusion in a paper-format three-ring binder provided to schools for this purpose. Educators may compile video and audio evidence either on a VHS cassette, audiocassette, CD, or DVD and submit these in the three-ring binder with other portfolio evidence.

## Reminders

- **Data charts** (including field data, bar graphs, and line graphs) submitted in MCAS-Alt portfolios must include a minimum of eight data points collected on **at least eight different dates**, based on the student’s performance of a single, standards-based skill in the strand or learning standard required for assessment.
- **Data charts** must show that the student has attempted to learn a new skill, and therefore must indicate a percentage of accuracy and/or independence below 80 percent in the early stages of data collection. Data charts that remain at **80-100 percent accuracy and independence** throughout the entire data collection period increase the likelihood that the content area will receive a score of *Incomplete*. For additional information on creating data charts, please refer to the section on Guidelines for Collecting Data on Student Performance in this manual.
- **Brief descriptions of each activity** are required on the data chart in the space provided beneath the date on which the activity was conducted.

## Contact Information

For further information on MCAS-Alt, please contact any of the following individuals:

**Dan Wiener**, Administrator of Inclusive Assessment  
**Nancy Hanson**, MCAS-Alt Coordinator  
Massachusetts Department of Elementary  
and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906  
Telephone: 781-338-3625  
Fax: 781-338-3630  
email: [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu)

**Jake Goldsmith**, Project Manager  
**Crystal Tenney**, Project Assistant  
Measured Progress  
100 Education Way  
Dover, NH 03820  
MCAS Service Center: 800-737-5103  
Fax: 888-210-2399  
email: [goldsmith.jake@measuredprogress.org](mailto:goldsmith.jake@measuredprogress.org)  
[tenney.crystal@measuredprogress.org](mailto:tenney.crystal@measuredprogress.org)

# Massachusetts Comprehensive Assessment System (MCAS)

## A. Overview

The Massachusetts Comprehensive Assessment System (MCAS) is the state's testing program for students, which is implemented in response to the Education Reform Law of 1993. Statewide assessments, along with other components of education reform, are designed to strengthen public education in Massachusetts and ensure that all students receive challenging instruction based on the learning standards in the Massachusetts curriculum frameworks. The curriculum for all students, including students with disabilities, must be aligned with these standards. MCAS is designed to improve teaching and learning; serve as the basis, with other indicators, for school and district accountability; and certify that students have met the Competency Determination standard in order to graduate from high school.

## B. Participation in MCAS by Students with Disabilities

### Definition of a Student with a Disability

A student with a disability is a student who has either an Individualized Education Program (IEP) provided under the Individuals with Disabilities Education Act (IDEA) or who has a plan provided under Section 504 of the Rehabilitation Act of 1973.

### Legal Requirements

The Massachusetts Education Reform Law of 1993, the Individuals with Disabilities Education Act (2004), and No Child Left Behind (2001) all require full participation by students with disabilities in state and district assessments. Lawmakers recognize that students with disabilities are more likely to be provided equal access to resources and learning opportunities if their academic assessments are based on the same learning standards as those of non-disabled students, and if these students are included in school and district accountability.

All students in publicly funded programs, including students with disabilities, must participate in MCAS, including students who are enrolled in the following educational programs:

- public schools
- charter schools
- educational collaboratives
- approved and unapproved special education private schools, both in and outside the state
- Special Education in Institutional Settings (SEIS)
- programs operated by the Department of Youth Services and the Department of Social Services

Students with disabilities must participate in one of the following assessments as determined by their IEP Team or 504 team:

- standard MCAS tests without accommodations
- standard MCAS tests with appropriate and necessary accommodations
- MCAS Alternate Assessment (MCAS-Alt)



# MCAS Alternate Assessment (MCAS-Alt) Overview

## A. Background

The MCAS-Alt consists of a portfolio of “evidence” collected during the school year that documents the student’s performance of the skills, knowledge, and concepts outlined in the state’s curriculum frameworks. Alternate assessments allow the Massachusetts Department of Elementary and Secondary Education to report results to parents, schools, and the public on the academic performance of *all* students with disabilities, and to assist schools in developing challenging programs of instruction for students with significant disabilities.

The No Child Left Behind law and the Individuals with Disabilities Education Improvement Act of 2004 require that all Massachusetts students, even those with significant disabilities, must receive instruction that is aligned with the skills, concepts, and knowledge supported by the learning standards in the Massachusetts curriculum frameworks, and that these students are included in statewide assessment and accountability systems.

The Department’s publication entitled *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006) describes strategies for adapting and using the state’s learning standards to instruct and assess students who are taking the MCAS-Alt.

The purposes of MCAS-Alt are:

- To determine whether students with significant disabilities are receiving a program of instruction based on the state’s academic learning standards
- To determine how much of the academic curriculum a student has learned
- To use the assessment results to provide challenging academic instruction
- To include difficult-to-assess students in statewide assessments and accountability
- To provide an alternate pathway for certain students with disabilities to earn a Competency Determination and become eligible to receive a diploma.

## B. Requirements for 2010 MCAS-Alt Portfolios

MCAS-Alt assessments are required in all grades and subjects for which standard MCAS tests are required. MCAS-Alt requirements in each grade are listed in the Required Assessments in Each Grade section of this manual.

## C. Submission Requirements

The classroom teacher of the student identified to participate in MCAS-Alt has the primary responsibility for completing the portfolio for the student in the subject(s) scheduled for statewide assessment. Portfolios must be submitted to the Department in a three-ring binder using prepaid shipping and handling materials provided to each school for this purpose, **postmarked no later than April 1, 2010**. Portfolios postmarked after this date may not be scored. This will mean parents must be notified in March of the opportunity to view their child’s portfolio and sign the Verification Form. Materials for the submission of portfolios are sent to schools in February based on information provided by each school in the online MCAS Enrollment Verification. Portfolios will be returned to schools in late September and must be stored in a secure location, according to the Student Record Regulations (603 CMR 23.00) posted to [www.doe.mass.edu/lawsregs/603cmr23.html?section=06](http://www.doe.mass.edu/lawsregs/603cmr23.html?section=06).

# MCAS-Alt Security Requirements

Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the *2010 Educator's Manual for MCAS-Alt*. In addition, other administrators, educators, and staff within the school are responsible for complying with the same requirements. Schools and school staff who violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt Security Requirements is to protect the validity of Massachusetts Comprehensive Assessment System (MCAS) results.

## A. Principals' Responsibilities for Proper Administration of MCAS-Alt

Principals are responsible for the proper administration of the MCAS-Alt for students with disabilities attending their school or program who have been identified for participation in alternate assessment by their IEP Team or 504 team. The term "principal" also applies to directors of any school or collaborative program that educates students using public funds in Massachusetts. Principals' responsibilities include the following:

- Ensure that all students with disabilities participate in MCAS in the manner prescribed by their IEP Team or 504 team and in accordance with participation requirements described in this manual and in other MCAS publications.
- Provide assurances that all information is complete and accurate for each student participating in MCAS-Alt, and is properly identified on all MCAS and MCAS-Alt forms and materials, including Student Identification Forms and student portfolios.
- Ensure that student portfolios are completed and submitted no later than **Thursday, April 1, 2010**.
- Monitor the alternate assessment process to ensure that student work and other evidence are neither altered nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately.
- Ensure that adequate school resources are allocated, and staff coordinated, to guarantee appropriate participation in and timely submission of MCAS-Alt portfolios for students with disabilities designated for alternate assessment.

Principals are responsible for identifying qualified school personnel to administer the MCAS-Alt and for ensuring that all MCAS-Alt administrators, regardless of any past experience conducting similar assessments, receive training prior to each administration during which they will administer the MCAS-Alt.

## B. Educator's Responsibilities for Conducting the MCAS-Alt

Along with principals, educators who conduct the MCAS-Alt are responsible for ensuring that information is complete and accurate for each student participating in MCAS-Alt, and is properly recorded on all MCAS-Alt forms and materials, including Student Identification Forms and student portfolios. Educators are also responsible for ensuring that student work and other evidence are neither altered nor fabricated in a way that provides information that is false or portrays the student's performance inaccurately. Finally, educators are responsible for the timely submission of student portfolios and all required forms and information.

## **C. Investigations into Assessment Irregularities**

To report irregularities in the administration of the MCAS-Alt, principals or superintendents must contact the Department of Elementary and Secondary Education at 781-338-3625. In cases where it is alleged that an MCAS-Alt administration was compromised, the Commissioner will write to the superintendent, requesting a local fact-finding investigation into the alleged irregularity, and a written report based on the results of the investigation within an established timeline.

After receiving the superintendent's written investigative report, the Commissioner may request that the superintendent provide additional information or documentation prior to making a final determination on the matter and notifying the superintendent of this determination. All such correspondence is subject to disclosure under Massachusetts public records law.

If misconduct by a licensed educator is found, as the Massachusetts educator licensing authority, the Commissioner may open a further investigation into possible license consequences. Penalties for testing irregularities and/or misconduct may include the following:

- delay in reporting of district, school, and/or student results
- invalidation of district, school, and/or student results
- removal of school personnel from any future role in MCAS-Alt administrations
- possible employment and/or license consequences for licensed educators

# Guidelines for IEP Team Decision Making: Which Students Should Take the MCAS-Alt?

## A. MCAS Participation Guidelines

The following guidelines are intended to assist IEP and 504 teams in deciding how each student with a disability will participate in MCAS. The student's team must make a separate decision **each year** for **each subject** scheduled for testing.

The student's team should begin by asking the following questions (also illustrated by Options 1, 2, and 3 in the chart that follows):

- Can the student take the standard MCAS test under routine conditions?
- Can the student take the standard MCAS test with accommodations? If so, which accommodations are necessary in order for the student to participate?
- Does the student require an alternate assessment? (Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.)

Characteristics of Student's Instructional Program and Local Assessment	Recommended Participation in MCAS
<p><b>OPTION 1</b></p> <p><i><b>If the student is</b></i></p> <ul style="list-style-type: none"> <li>a) generally able to demonstrate knowledge and skills on a paper-and-pencil test, either with or without test accommodations; <i><b>and is</b></i></li> <li>b) working on learning standards <b>at or near grade-level expectations</b>; <i><b>or is</b></i></li> <li>c) working on learning standards that have been modified and are <b>somewhat below grade-level expectations</b> due to the nature of the student's disability,</li> </ul>	<p><i><b>Then</b></i></p> <p>The student should take the <b>standard MCAS test</b>, either under routine conditions or with accommodations that are consistent with the instructional accommodation(s) used in the student's educational program (according to the Department's accommodations policy) and that are documented in an approved IEP or 504 plan prior to testing.</p>

OPTION 2

*If the student is*

- a) **generally unable** to demonstrate knowledge and skills on a paper-and-pencil test, even with accommodations;  
**and** is
- b) working on learning standards that have been **substantially modified** due to the nature and severity of his or her disability;  
**and** is
- c) receiving **intensive, individualized instruction** in order to acquire, generalize, and demonstrate knowledge and skills;

*Then*

The student should take the **MCAS Alternate Assessment** (MCAS-Alt) in this subject.

OPTION 3

*If the student is*

- a) working on learning standards **at or near grade-level expectations**;  
**and** is
- b) **sometimes able** to take a paper-and-pencil test, either without accommodations, or with one or more test accommodation(s);  
**but** is
- c) presented with **unique and significant challenges** in demonstrating knowledge and skills on a test of this format and duration;

*Then*

The student should take the **standard MCAS test**, if possible, with necessary accommodations that are consistent with the instructional accommodation(s) used in the student's instructional program (according to the Department's accommodations policy) and that are documented in an approved IEP or 504 plan prior to testing.

*However*

The team may recommend the **MCAS-Alt** when the nature and complexity of the disability prevent the student from fully demonstrating knowledge and skills on the test. In this case, the MCAS-Alt "grade-level" portfolio should be compiled and submitted.

(Examples of circumstances in which a student in this category may require an alternate assessment are provided on the following page.)

## **B. Unique Circumstances in Which a Student May Be Considered for an Alternate Assessment**

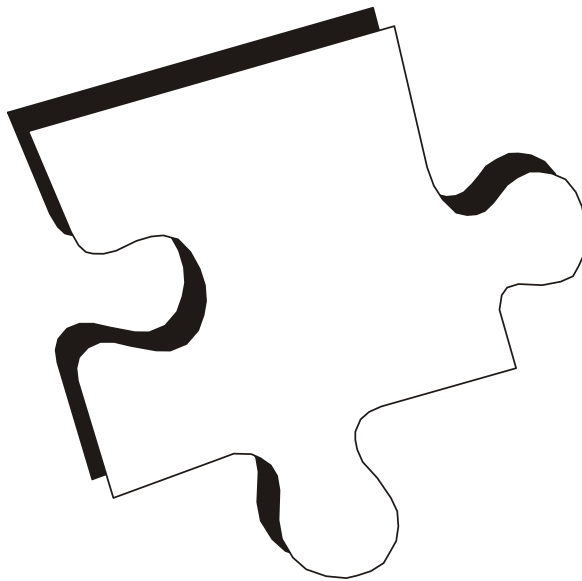
While the majority of students who take alternate assessments have significant *cognitive* disabilities, participation in the MCAS-Alt is not limited to these students. When the nature and complexity of a student's disability present complex and significant barriers or challenges to standardized testing, even with the use of accommodations, and even when the student may be working at or near grade-level expectations, the student's IEP or 504 team may determine the student should take the MCAS-Alt in that subject. **These students will be able to satisfy the Competency Determination requirement through the MCAS-Alt** if they can demonstrate in their portfolio a level of achievement comparable to that of a student who has met the requirements to earn a Competency Determination on the standard grade 10 test or retest in that subject. Students who meet these requirements on the MCAS-Alt will be eligible to earn a Competency Determination.

In addition to the criteria outlined in Options 2 and 3 on the previous page, the following examples of unique circumstances are provided to expand the team's understanding of the appropriate use of alternate assessments. An alternate assessment may be administered, for example, in each of the following situations:

- when a student with a severe emotional, behavioral, or other disability is unable to maintain sufficient concentration to participate in standard testing, even with test accommodations
- when a student with a severe health-related disability, neurological disorder, or other complex disability cannot meet the demands of a prolonged test administration
- when a student with a significant motor, communication, or other disability requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student cannot complete one full test session in a school day)

## PART II

# Required Assessments for Each Grade



# Required Assessments for Each Grade

Table 1 details the assessment requirements for students participating in MCAS-Alt in each grade. Each 2010 MCAS-Alt portfolio consists of specific evidence compiled during the school year that documents the student's performance. Additional information is provided in the section on Portfolio Contents.

**Table 1**  
**Requirements by Grade for the 2010 MCAS Alternate Assessment**

## Grade 3

Reading/ELA	Required Portfolio Evidence
Language (ELA General Standard #4)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #4</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of the identified skill or other skills based on GS #4</li> </ul>
Reading and Literature (ELA General Standard #8)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #8</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other skills based on GS #8</li> </ul>
Mathematics	Required Portfolio Evidence
Number Sense and Operations	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Number Sense and Operations strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Number Sense and Operations</li> </ul>
Patterns, Relations, and Algebra	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Patterns, Relations, and Algebra Strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Patterns, Relations, and Algebra</li> </ul>



## Grade 4

Reading/ELA	Required Portfolio Evidence
Language (ELA General Standard #4)	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #4</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of the identified skill or other skills based on GS #4</li> </ul>
Reading and Literature (ELA General Standard #8)	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #8</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other skills based on GS #8</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Composition strand</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Composition</li> </ul>
Mathematics	Required Portfolio Evidence
Number Sense and Operations	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Number Sense and Operations strand</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Number Sense and Operations</li> </ul>
Data Analysis, Statistics, and Probability	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Data, Statistics, and Probability strand</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Data Analysis, Statistics, and Probability strand</li> </ul>

## Grade 5

Reading/ELA	Required Portfolio Evidence
Language (ELA General Standard #4)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #4</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of the identified skill or other skills based on GS #4</li> </ul>
Reading and Literature (ELA General Standard #8)	<ul style="list-style-type: none"> <li>One data chart measuring performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #8</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other skills based on GS #8</li> </ul>
Mathematics	Required Portfolio Evidence
Number Sense and Operations	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Number Sense and Operations strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the Number Sense and Operations strand</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Measurement strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Measurement strand</li> </ul>
Science and Technology/ Engineering	Required Portfolio Evidence (Evidence may be compiled over <i>two consecutive</i> school years in this subject)
Any <u>three</u> of the four Science and Technology/Engineering strands	<p>In each of the three selected strands:</p> <ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the selected Science and Technology/Engineering strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the same Science and Technology/Engineering strand</li> </ul>

## Grade 6

Reading/ELA	Required Portfolio Evidence
Language (ELA General Standard #4)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #4</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of the identified skill or other skills based on GS #4</li> </ul>
Reading and Literature (ELA General Standard #8)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #8</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other skills based on GS #8</li> </ul>
Mathematics	Required Portfolio Evidence
Number Sense and Operations	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Number Sense and Operations strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the Number Sense and Operations strand</li> </ul>
Patterns, Relations, and Algebra	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Patterns, Relations, and Algebra Strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the Patterns, Relations, and Algebra strand</li> </ul>

## Grade 7

Reading/ELA	Required Portfolio Evidence
Language (ELA General Standard #4)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #4</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of the identified skill or other skills based on GS #4</li> </ul>
Reading and Literature (ELA General Standard #8)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #8</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other skills based on GS #8</li> </ul>
Composition	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Composition strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Composition</li> </ul>
Mathematics	Required Portfolio Evidence
Number Sense and Operations	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Number Sense and Operations strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the Number Sense and Operations strand</li> </ul>
Data Analysis, Statistics, and Probability	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Data, Statistics, and Probability strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the Data, Statistics, and Probability strand</li> </ul>

## Grade 8

Reading/ELA	Required Portfolio Evidence
Language (ELA General Standard #4)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #4</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of the identified skill or other skills based on GS #4</li> </ul>
Reading and Literature (ELA General Standard #8)	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #8</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other skills based on GS #8</li> </ul>
Mathematics	Required Portfolio Evidence
Number Sense and Operations	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Number Sense and Operations strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the Number Sense and Operations strand</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Geometry strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill; or skills based on other learning standards in the Geometry strand</li> </ul>
Science and Technology/ Engineering	Required Portfolio Evidence (Evidence may be compiled over <i>two consecutive</i> school years in this subject)
Any <u>three</u> of the four Science and Technology/Engineering strands	<p>For each of the three selected strands:</p> <ul style="list-style-type: none"> <li>One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the selected Science and Technology/Engineering strand</li> <li>Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the same Science and Technology/Engineering strand</li> </ul>

- **High School: Grade 10**

Reading/ELA	Required Portfolio Evidence
Language (ELA General Standard #4)	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #4</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of the identified skill or other skills based on GS #4</li> </ul>
Reading and Literature (ELA General Standard #8)	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on GS #8</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other skills based on GS #8</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the Composition strand</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in Composition</li> </ul>
Mathematics	Required Portfolio Evidence
Any <u>three</u> Mathematics strands	<p>For each of the three selected strands:</p> <ul style="list-style-type: none"> <li>• One data chart measuring the student's performance of a single skill or outcome <u>on at least <b>eight</b> different dates</u> based on one learning standard in the selected Mathematics strand</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or skills based on other learning standards in the same Mathematics Strand</li> </ul>

- **High School: Grade 9/10** (The portfolio must be submitted either in grade 9 or 10.)

Science and Technology/ Engineering	Required Portfolio Evidence
Any <u>three learning standards</u> in <u>one</u> of the following disciplines: <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Introductory Physics</li> <li>• Technology/Engineering</li> </ul>	<p>Evidence may be compiled over <i>two consecutive</i> school years in this subject.</p> <p>For each of the three selected learning standards:</p> <ul style="list-style-type: none"> <li>• One data chart measuring the student's performance <u>on at least <b>eight</b> different dates</u> of a single skill or outcome based on one learning standard in the discipline</li> <li>• Two additional pieces of primary evidence showing the student's performance of the same skill or outcome identified on the data chart</li> <li>• OPTIONAL: additional data charts, work samples, video clips, or other primary or secondary evidence documenting the student's performance of either the identified skill or other related skills in the discipline</li> </ul>

# Suggested TIMELINE for 2009–2010

## Fall 2009

- September – IEP or 504 teams identify students who will participate in MCAS-Alt in each subject.  
– Teachers organize folders by subject/strand in which to store work samples, data, etc.
- October **Teachers:**  
– Attend Department of Elementary and Secondary Education MCAS-Alt training session  
– Review and share materials and information from the training session  
– Review each student’s educational goals; identify measurable outcomes; and plan instruction based on the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (2006)*.  
– Set up data charts for the collection of student performance data; begin collecting work samples and data.
- Nov./Dec. **Administrators:**  
– Identify other adults in the school or district to assist in collecting data and creating the portfolio. Identify a resource person or expert teacher in the school or district to answer questions.  
– Assess need for additional training of teachers and contact the Department, if necessary.  
**Teachers:**  
– Obtain signed *Consent Form(s) to Photograph or Audio/Videotape Student*, if needed.  
– Begin preparing data charts: download *MCAS-Alt Forms and Graphs*; register online at [www.doe.mass.edu/mcas/alt/resources.html](http://www.doe.mass.edu/mcas/alt/resources.html).  
– Begin recording data on student performance in each content area being assessed.

## Winter/Spring 2010

- Teachers:**
- Jan./Feb. – Continue to save student work and record instructional data for the portfolio.  
– Attend a Department-sponsored **Portfolio Review** session.
- March – Finish gathering, selecting (with the student), labeling, and organizing portfolio evidence. Prepare all required forms.  
– Attend a Department-sponsored **Portfolio Review** session.  
– Edit videos, as needed; transcribe/copy onto CD, DVD, or VHS-compatible format.  
– Invite parents to view portfolio(s) by end of month and sign *Verification Form*.  
– Review portfolios for completeness.
- April – Schedule pickup of completed portfolios from the school by March 31. Ship by **April 1**.
- June – MCAS and MCAS-Alt results reported to schools and districts (posted electronically)
- September – MCAS-Alt results (print copies) shipped to districts

## MCAS-Alt “Grade-level” Portfolios in Grades 3–8: Portfolio Requirements to Score *Needs Improvement* or Higher

### A. Background

A very small number of MCAS-Alt portfolios will be submitted for students who address learning standards *at or near grade-level expectations*, but are unable to participate in standard MCAS testing, even with accommodations. See the section on Participation Guidelines for a description and profile of the students who should be considered for the MCAS-Alt, and in particular, the “grade-level” portfolio. Content area experts will review and score the portfolios of students who appear to be addressing the learning standards *at or near grade-level expectations*.

### B. Portfolio Requirements to Score *Needs Improvement* or Higher

In order for a student in grades 3–8 to attain a performance level of *Needs Improvement*, *Proficient*, or *Advanced* in a content area, the portfolio must meet *all* of the following criteria:

- The portfolio must include evidence that documents three or more learning standards in each of three strands, general standards, or topics being assessed, as follows:
  - In **ELA**, the following general standards must be assessed:
    - **for a student in grade 3, 5, 6, or 8:**
      - *three or more learning standards* each in general standards 4 and 8
      - *three or more learning standards* in an additional Reading and Literature general standard (general standards 7, 9–18) selected by the teacher
    - **for a student in grade 4 or 7:**
      - *three or more learning standards* each in general standards 4 and 8,
      - *three or more learning standards* in one general standard from the Composition strand (general standards 19–25) selected by the teacher
  - In **Mathematics**,
    - *three or more learning standards* each in the two strands required for the grade
    - *three or more learning standards* in one additional math strand selected by the teacher
  - In **Science and Technology/Engineering (grade 5 or 8)**,
    - *three or more learning standards* in each of the three strands selected by the teacher
- The learning standards being assessed must match those for the grade level in which the student is enrolled, and the student must address each learning standard completely.
- For each learning standard being assessed, the following must be submitted: a data chart with at least *eight* different dates, and at least two work samples showing the student’s performance of the same outcome identified on the data chart.
- For a student to earn a performance level of *Needs Improvement*, *Proficient*, or *Advanced* in a content area, the following scores must be earned in each strand or general standard:
  - All strands must attain a score of 5 in *Level of Complexity*; i.e., a broad sample of learning standards (three or more) addressed *at or near grade level*.
  - All strands must attain a minimum rubric score of 3 in *Demonstration of Skills and Concepts*; i.e., the evidence is essentially accurate.
  - All strands must attain a score of 4 in *Independence*; i.e., the evidence indicates that the student’s responses were generated independently.



# MCAS-Alt Portfolios Submitted to Meet the Competency Determination Requirement

## A. General Requirements for Earning a Competency Determination in Each Subject

All publicly funded students in Massachusetts, including students with disabilities, must earn a score of *Proficient* or higher on the grade 10 MCAS English Language Arts (ELA) and Mathematics; or achieve a score of *Needs Improvement* and fulfill the requirements of an Educational Proficiency Plan (EPP) to meet the Competency Determination standard for high school graduation. Beginning with the class of 2010, students must also earn a score of at least *Needs Improvement* on one high school Science and Technology/Engineering assessments to meet the Competency Determination standard for high school graduation. Students will be given multiple opportunities to pass these assessments. When a student has met the Competency Determination standard plus all local graduation requirements, the student will be eligible to receive a high school diploma.

When the IEP or 504 team determines that a student taking an alternate assessment may be able to earn a Competency Determination, a “competency portfolio” must be submitted. If the student is able to demonstrate a level of performance **comparable to or higher than** that of a student who has passed the grade 10 MCAS tests in ELA and Mathematics, and beginning with the class of 2010, one high school Science and Technology/ Engineering test, the student will be awarded a Competency Determination. The requirements for compiling and submitting the “competency portfolio” are described in the section entitled *Requirements in Each Subject to Earn a Competency Determination*.

In order to earn a Competency Determination in a content area, the student must submit a portfolio that

1. demonstrates knowledge and skills at grade-level expectations for a student in grade 10;
2. reflects a performance that is equivalent to a student who has received a score of *Needs Improvement* or higher in ELA, Mathematics, and Science and Technology/Engineering
3. demonstrates that the student has *independently* addressed *all* required learning standards and strands in the subject being assessed, as described in the portfolio requirements for ELA, Mathematics, and/or Science and Technology/Engineering
4. includes work compiled under the direct supervision of staff in the district, collaborative, or approved private special education school submitting the appeal

Panels of ELA, mathematics, and science and technology/engineering content experts will review the work in each portfolio and make individual determinations in each subject. Each work sample must be accompanied by a *2010 Grade 10 (or High School Science and Technology/Engineering) Work Description* label found in the *Product Description Labels/Blank Data Charts* section of this manual. The Department strongly encourages collaboration between general and special educators on the development of these portfolios.

## B. Opportunities to Resubmit Portfolios Beyond Grade 10 for the Competency Determination

There is *no requirement* to resubmit a portfolio beyond grade 10, unless the IEP or 504 team has determined that the student is working at, or close to, a grade 10 level of performance and may, by resubmitting the portfolio in successive school years, earn the Competency Determination. This

decision must be documented in the student's IEP or 504 plan.

Students identified for participation in alternate assessments who have already taken, but not passed, alternate assessments in grade 10 ELA and Mathematics, and for students in the Class of 2010, high school Science and Technology/Engineering, may resubmit their portfolios in the spring of each successive school year by providing *additional* clearly-labeled work samples in each subject. A portfolio may be resubmitted annually until such time as the student has achieved a performance level of *Needs Improvement* or higher, or until the student exits publicly funded education. **Portfolios may include evidence produced and accumulated over more than one high school year.**

Students who are resubmitting portfolios with the intention of earning a Competency Determination must submit a "competency portfolio" by **Thursday, April 1, 2010**, the deadline for submitting all other alternate assessment portfolios. Notification of results will be given before the end of the school year. Students in grade 12 will have an additional opportunity to submit an MCAS-Alt "competency portfolio" by **Friday, June 11** for which notification of results will be given in mid-August.

### **C. Requirements In Each Subject to Earn a Competency Determination**

**ENGLISH LANGUAGE ARTS** (ELA) portfolios must reflect the learning standards in the most recent *Massachusetts English Language Arts Curriculum Framework* (June 2001) and must include the following components:

- **Five writing samples** (essays or compositions) based on grade 10 literature in which the student analyzes, interprets, compares and contrasts, and/or discusses the meaning of the work of literature. Do not include worksheets, short-answer tests, quizzes, or plot summaries.
- **Multiple drafts** of each sample that indicate a progression of the student's thinking in each successive draft.
- Each draft must
  - be clearly identified on the first page with a title, the student's name, and the date on which it was produced
  - include a completed *Grade 10 Work Description*
  - show independent edits by the student, with meaningful revisions incorporated into subsequent drafts. Drafts must be written in the words of the student, not by the teacher
  - include a clear indication of the type(s) and frequency of assistance provided to the student by the teacher
  - **Note:** Data charts required in other MCAS-Alt portfolios are not required in grade 10 competency portfolios.

English Language Arts portfolios may include evidence produced and accumulated over **more than one school year**. Evidence may be added to a previously submitted portfolio, and works previously included may be replaced with higher-quality work. The entire portfolio may be resubmitted beyond grade 10 until the student demonstrates a level of performance equivalent to that of a student who scored *Needs Improvement* or higher on the standard grade 10 ELA MCAS test.

ENGLISH LANGUAGE ARTS <b>Strand:</b>		A high school portfolio <b>MUST</b> include the following components, at minimum, to be considered for the Competency Determination.
<b>Language</b>	<p>Evidence that the student understands and is independently able to analyze and appropriately apply:</p> <ul style="list-style-type: none"> <li>♦ <b>vocabulary:</b> words used correctly; literal/figurative meaning</li> <li>♦ <b>grammar and usage:</b> sentence structure and language conventions</li> <li>♦ <b>mechanics:</b> punctuation and spelling</li> </ul> <p>Evidence in the Language strand may be provided either in separate work samples or may be incorporated into the <b>five required writing samples</b> described below.</p>	
<b>Reading and Literature</b>	<p><b>Three essays or compositions, including all drafts, based on grade 10 literature</b> in which the student analyzes, interprets, compares and contrasts, and/or discusses the meaning of</p> <ol style="list-style-type: none"> <li>1. a work of <b>literary nonfiction</b>,</li> <li>2. a work of <b>fiction</b>, and</li> <li>3. a work of either <b>poetry or drama</b></li> </ol>	
<b>Composition</b>	<p><b>Two essays or compositions, including all drafts</b>, that demonstrate original thinking and independent editing through several drafts, as follows:</p> <ol style="list-style-type: none"> <li>4. <b>one essay or composition</b> in which the student identifies and discusses a theme in literature appropriate to a student in grade 10 and/or connects such a literary theme to his or her life</li> <li>5. <b>one essay or composition</b>, including all drafts, on a topic of the student's own choosing that is creative, reflective, or persuasive</li> </ol>	

**MATHEMATICS** –Portfolios must reflect the learning standards in the most recent *Massachusetts Mathematics Curriculum Framework* (November 2000) and must include the following components:

- work samples with a minimum of **four examples or problems** solved correctly by the student that demonstrate all aspects of each learning standard listed below. Additional examples of work in each standard are strongly encouraged.
- a completed *Grade 10 Work Description* attached to each work sample
- a **score** (percent accuracy) given by the teacher for each work sample
- work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the type and frequency of assistance given to the student (percent independence). Work samples may not be corrected by the teacher and submitted as the student's own work.
- written evidence of the student's thinking and problem-solving, indicating the process and all steps used to solve each problem.
- **Note:** Data charts like those required in other MCAS-Alt portfolios are *not* required in "competency portfolios."

Students in grade 10 may not have had an opportunity to take all mathematics courses needed to satisfy the requirements listed below. Therefore, a Mathematics portfolio may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

## Number Sense and Operations

At least one work sample must be submitted for each of the two learning standards identified below (a total of at least two work samples for Number Sense and Operations):

<b>10.N.1</b>	Identify and use the properties of operations on real numbers, including the <b>associative</b> , <b>commutative</b> , and <b>distributive</b> properties [do not simply define these properties; show how they are applied and demonstrate that students can identify each property; e.g., use the distributive property to multiply $7(23)=7(20+3)=7(20)+7(3)=140+21=161$ ]; the existence of the identity and inverse elements for addition and multiplication; the existence of <b>nth roots</b> of positive real numbers for any positive integer $n$ ; and the inverse relationship between taking the $n$ th root of and the <b>nth power</b> of a positive real number.
<b>10.N.2</b>	Simplify numerical expressions, including those involving positive integer exponents or the absolute value [e.g., $3(2^4 - 1) = 45$ ; $4 3 - 5  + 6 = 14$ ]; apply such simplifications in the solution of problems. [Note: Both exponents and <u>absolute value</u> must be shown.]

## Patterns, Relations, and Algebra

At least one work sample is required in each of the following four learning standards identified below (a total of at least four work samples for Patterns, Relations, and Algebra):

<b>10.P.2</b>	Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and $x$ - and $y$ -intercepts from its graph or from a linear equation that represents the line. Find a linear equation describing a line from a graph or a geometric description of the line (e.g., by using the "point-slope" or "slope $y$ -intercept" formulas). Explain the significance of a positive, negative, zero, or undefined slope.
<b>10.P.4</b>	Demonstrate facility in symbolic <b>manipulation</b> of polynomial and rational expressions by <b>rearranging</b> and <b>collecting terms</b> ; <b>factoring</b> [e.g., $a^2 - b^2 = (a + b)(a - b)$ ; $x^2 + 10x + 21 = (x + 3)(x + 7)$ ; $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$ ]; <b>identifying and canceling common factors</b> in rational expressions; and applying the properties of positive integer exponents. [This standard does <b>not</b> include simple addition, subtraction, and multiplication of polynomials, as covered in 10.P.3.]
<b>10.P.5</b>	Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods. [Note: In order to demonstrate an understanding of equivalence of the methods, at least <u>two</u> methods must be shown.]
<b>10.P.7</b>	Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest [i.e., exponential], and direct [i.e., linear] and inverse [[i.e., reciprocal] variation problems. Use technology when appropriate.

## Geometry

Submit work samples in **any three learning standards** identified below (a total of at least three work samples for Geometry):

<b>10.G.1</b>	Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.
---------------	---

<b>10.G.2</b>	Draw congruent and similar figures using a compass, straightedge, protractor, and other tools such as computer software. Make conjectures about methods of construction. Justify the conjectures by logical arguments.
<b>10.G.3</b>	Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.
<b>10.G.4</b>	Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$ ) and properties of the figures to find missing parts of geometric figures, and provide logical justification.
<b>10.G.5</b>	Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean theorem. [Note: both must be shown.]
<b>10.G.6</b>	Use the properties of special triangles (e.g., isosceles, equilateral, $30^\circ$ - $60^\circ$ - $90^\circ$ , $45^\circ$ - $45^\circ$ - $90^\circ$ ) to solve problems. [Note: must show at least $30^\circ$ - $60^\circ$ - $90^\circ$ <u>and</u> $45^\circ$ - $45^\circ$ - $90^\circ$ .]
<b>10.G.7</b>	Using rectangular coordinates, calculate midpoints of segments, slopes of lines and segments, and distances between two points, and apply the results to the solutions of problems.
<b>10.G.8</b>	Find linear equations that represent lines either perpendicular or parallel to a given line and through a point, e.g., by using the “point-slope” form of the equation.
<b>10.G.9</b>	Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.
<b>10.G.10</b>	Demonstrate the ability to visualize solid objects and recognize their projections and cross sections.
<b>10.G.11</b>	Use vertex-edge graphs to model and solve problems (i.e., network).

## Measurement

Submit at least one work sample in each of the following three learning standards identified below (a total of at least three work samples for Measurement):

<b>10.M.1</b>	Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles. [Note: Include a variety of figures.]
<b>10.M.2</b>	Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area. (Note: All of the above must be shown for all forms listed.)
<b>10.M.3</b>	Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing radius or height of a cylinder affects its surface area or volume.

## Data Analysis, Statistics, and Probability

Submit at least one work sample for each of two learning standards identified below (a total of at least two work samples for Data Analysis, Statistics, and Probability):

<b>10.D.1</b>	Select, create, and interpret an appropriate graphical representation (e.g., scatterplot, table, stem-and-leaf plots, box-and-whisker plot, circle graph, line graph, line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, mode) to communicate information about the data. Use these notions to compare different sets of data.
<b>10.D.2</b>	Approximate a line of best fit (i.e., <b>draw a trend line</b> ) given a set of data (e.g., scatterplot). Use technology when appropriate.

**HIGH SCHOOL SCIENCE AND TECHNOLOGY/ENGINEERING** – In addition to earning a Competency Determination in English Language Arts and Mathematics, starting with the class of 2010, students must meet or exceed a scaled score of 220, or achieve a performance level of *Needs Improvement* or higher on the MCAS-Alt, in one high school Science and Technology/Engineering (STE) discipline in order to satisfy the Competency Determination requirements for a high school diploma. Portfolios submitted for the Competency Determination in STE must be submitted *either* in grade 9 or 10 and be based on **one** of the following disciplines:

- Biology
- Chemistry
- Introductory Physics
- Technology/Engineering

In order to be considered for the Competency Determination, a high school STE portfolio must include evidence that a student has addressed and demonstrated knowledge and skills in a total of **at least ten standards in the selected discipline** at a level comparable with that of students who have passed the standard MCAS test in the discipline. Portfolios must reflect the most recent *Massachusetts Science and Technology/Engineering High School Standards* (January 2006).

The portfolio must include the following information and materials:

- work samples created by the student that demonstrate all aspects of learning standards selected for the discipline and topics.
- a high school Science and Technology/Engineering *Work Description* form attached to each work sample (or collection of related work samples) produced for the portfolio.
- a score (percent accurate) given by the teacher for each work sample
- a description of the type and frequency of assistance given to the student percent independence). Work samples must be produced as independently as possible by the student, with all corrections clearly marked. Work samples may not be corrected by the teacher and submitted as the student's own work.
- written evidence of the student's thinking and problem-solving, indicating the process used to solve each problem.

Work samples generated during **one or more of the following activities** must be provided in the portfolio that document the student's scientific knowledge, skills, and understanding of the discipline selected at a grade 9 or 10 level, as identified in the *Massachusetts Science and Technology/Engineering High School Standards*:

- conducting investigations

- For example, the student engages in exploratory activities in which he or she identifies a key question, designs a process for gathering information and investigating the question, and incorporates scientific knowledge to produce a response, inference, conclusion, or analysis of findings.
- performing laboratory experiments
  - For example, the student develops a hypothesis, designs or identifies a procedure for testing the hypothesis, performs a controlled experiment or series of trials, collects data accurately, summarizes and analyzes the results, and draws conclusions.
- conducting research
  - For example, the student undertakes an activity in which he or she locates and applies available scientific knowledge and/or data from texts, articles, research summaries, etc., in order to describe a process or aspect of the discipline; and provides a synthesis of the knowledge acquired, supportable conclusions, and an analysis of findings.
- data analysis
  - For example, the student accurately collects data generated either by the student, class, or teacher, or is compiled from external sources, and describes, synthesizes, and analyzes the data to articulate patterns, explain relationships between variables, and draw conclusions.
- independent writing activity
  - For example, the student writes a persuasive essay or answers a series of guided open-response questions which provide an analysis of scientific materials or data in support of a particular conclusion or point of view.
- developing a scientific model to represent a natural system
  - For example, the student relates and explains how components of a natural system work together, and creates a visual representation of that model.
- solving a technology/engineering design problem by creating a model or prototype
  - For example, the student demonstrates technical knowledge and an understanding of the steps of the Engineering Design Process by describing a particular design challenge, analyzing relevant information, making predictions, and developing a prototype or model to test the predictions.

For further guidance in planning instructional activities, refer to the actual high school standards, the Scientific Inquiry Skills Standards, and the Steps of the Engineering Design Process in the *Massachusetts Science and Technology/Engineering Curriculum Framework (January 2006)*.

Topics in each STE discipline are listed in the following tables. In the selected discipline, *all* topics must be addressed, with at least *one standard* addressed in each topic, and a total of *ten standards* addressed in all.

<b>BIOLOGY</b>
<b>Topics:</b>
1. The Chemistry of Life
2. Cell Biology
3. Genetics
4. Anatomy and Physiology
5. Evolution and Biodiversity
6. Ecology

<b>INTRODUCTORY PHYSICS</b>
<b>Topics:</b>
1. Motion and Forces
2. Conservation of Energy and Momentum
3. Heat and Heat Transfer
4. Waves
5. Electromagnetism
6. Electromagnetic Radiation

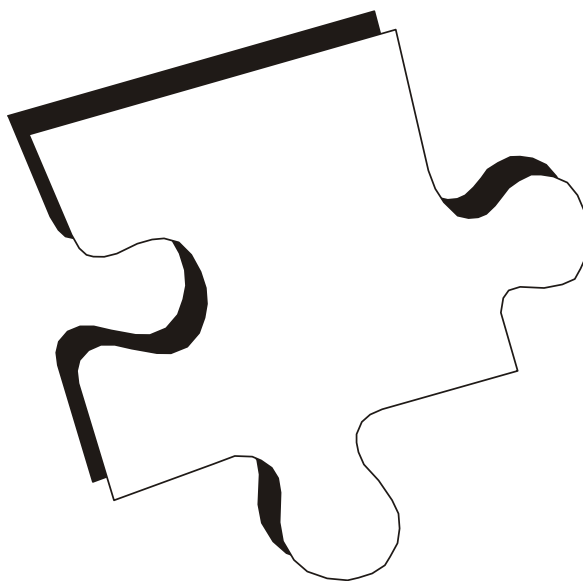
<b>CHEMISTRY</b>
<b>Topics:</b>
1. Properties of Matter
2. Atomic Structure and Nuclear Chemistry
3. Periodicity
4. Chemical Bonding
5. Chemical Reactions and Stoichiometry
6. States of Matter, Kinetic Molecular Theory, and Thermochemistry
7. Solutions, Rates of Reaction, and Equilibrium
8. Acids and Bases and Oxidation-Reduction Reactions

<b>TECHNOLOGY/ENGINEERING</b>
<b>Topics:</b>
1. Engineering Design
2. Construction Technologies
3. Energy and Power Technologies—Fluid Systems
4. Energy and Power Technologies—Thermal Systems
5. Energy and Power Technologies—Electrical Systems
6. Communication Technologies
7. Manufacturing Technologies



## PART III

# Portfolio Evidence



# Portfolio Contents

## A. Required Forms

The student's MCAS-Alt portfolio must include the elements listed below. **Do not include the student's IEP**, diagnostic assessments, or other information related to the student's disability. All forms may be photocopied from originals found in the Required Forms, and/or Product Description Labels and Blank Data Charts sections of this manual, or may be downloaded using MCAS-Alt Forms and Graphs online at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

- An **artistic cover** (recommended but not required) designed and produced by the student inserted in the front window of the three-ring portfolio binder
- **Portfolio Cover Sheet** containing important information about the student
- **Portfolio Contents Checklist** (optional) verifying the materials being submitted in the portfolio
- **Student's Introduction to the Portfolio** produced as independently as possible by the student using his or her primary mode of communication. This introduction may be written, dictated, or recorded on video or audiotape and should describe "What I want others to know about me as a learner and about my portfolio."
- **Verification Form** signed by the parent(s), guardian, or primary care provider signifying that they have reviewed their child's portfolio or, at minimum, were invited to do so. In the event no signature was obtained, the school must include a written record of their attempts to invite the parent(s), guardian, or primary care provider to view the portfolio.
- **Consent Form to Photograph and Audio/Videotape a Student** (a required form, if electronic images or recordings of the student are included in the portfolio). This form must be signed by the parent or guardian before electronic recordings can be made. A signed copy of this form must be kept on file at the school. **It is not necessary to submit this consent form in the portfolio.** This form is provided in English and Spanish in the *Required Forms* section of this manual. Please do not substitute a "blanket" consent form for this purpose. **Note:** This consent form gives permission for a student to be recorded digitally in photographs or on tape. All publicly funded students must participate in MCAS testing. The decision regarding how a student will participate in MCAS testing is documented in the signed IEP or 504 plan.
- The student's *weekly schedule* that documents his or her enrollment in a program of instruction that includes participation in the general academic curriculum.
- **Strand Cover Sheet** related to the set of evidence that addresses a particular outcome in the required standard/strand.
- **Product Descriptions** (optional) attached to each piece of primary evidence that provide required information about each piece. Blank product description labels are provided in the *Product Description Labels/Blank Data Chart* section of this manual, or can be downloaded. If labels are not used, then the required information must be provided on teacher-designed labels or written directly on each piece of evidence.

## B. Primary Evidence

Specific evidence of the student's performance (i.e., primary evidence) must be provided in the portfolio for each content area required for assessment. All evidence submitted in the portfolio *must* represent the student's actual achievement. Primary evidence may include any of the following:

1. **Data charts:** graphs, charts, or tables that measure the student's accuracy and independence in performing tasks related to a skill or outcome in the strand being assessed. Data charts may also summarize the student's performance (i.e., accuracy and independence) on several work samples, tasks, or activities on a specific date that all address the same skill or outcome.

**Please note the following important data chart requirements:**

- Data charts must show the student's performance of a specific outcome or skill on at least **eight different dates**
- Data charts must include a **brief description** beneath the data points for each date.
- Data charts **must** show that the student has attempted to learn a new skill, and therefore must indicate that a student's performance started below 80-100 percent accurate *and/or* below 80-100 percent independent.

See the section on Guidelines for Collecting Data on Student Performance for detailed information on data charts.

2. **Work samples:** items produced by the student during routine instruction, either in the classroom, other school settings, the community, or at home. Work samples provide direct evidence of a student's performance of a standards-based skill or targeted outcome. *Work samples may be scribed by a teacher*, in cases in which a student typically does not produce paper-and-pencil or other tangible products for the portfolio. Do not include food or other perishable materials in any portfolio.
3. **Video clips:** count as primary evidence when they clearly show direct evidence of the student's performance during one or more standards-based activities. Video clips must be no more than **three minutes in length**. Cassettes and/or DVDs must be clearly labeled with the student's name and SASID and securely attached to the portfolio in a plastic sleeve, binder, or envelope. A *Video Description Form* (or a separate sheet of paper with the information listed on this form) must be included with each video.

Videos may be submitted either on a **VHS cassette, VHS-compatible mini-cassette (VHS-C), or on a standard DVD**. Other formats may not be scored.

Written consent must be obtained from the parent, guardian, or student (if over 18 years of age) before videotaping a student. If a student's peers are shown in the tape, consent must also be obtained for those students. Consent forms for these purposes are provided in the required forms section of this manual.

4. **Photographs** in the following cases:
  - when the photo clearly portrays a product that is either three-dimensional, temporary in nature (for example, an exhibit or display), or too large or fragile to include in a portfolio
  - when the photo clearly shows the end-product of an instructional activity

- when the photo clearly shows the steps, or sequence of steps, and the final product in an instructional activity for which a tangible product could not be included in the portfolio (for example, a student arranging a pattern or sequence of objects on a table).

Photographs that document setting, context, or instructional approach, but do not clearly portray a work sample or the end product of instruction, will be considered *supporting documentation* and will contribute to the score in the *Generalized Performance* rubric area.

5. **Audio clips** only in the following cases:

- the student is addressing a skill or outcome related to communication, use of language, or participating in discussion, recitation, or other oral activities; or
- the student gives verbal, rather than written, responses as a necessary and routinely-used instructional accommodation.

Audiotape cassettes and CDs are limited to **three minutes in length**, and must be clearly labeled with the student's name and SASID, and securely attached to the portfolio in a plastic sleeve, binder, or envelope. *Video Description* forms, or a separate sheet of paper listing the information on the form, must be included. If the audiotape is difficult to decipher, a written transcription must be provided.

## C. Supporting Documentation

**Supporting documentation** provides additional descriptive information on (1) the setting and context in which the learning activity occurred, (2) student self-evaluation of his/her performance, or (3) other information describing the student's performance from the teacher, parent, other adult, or peer. Supporting documentation should be included, where needed, to adequately describe the student's performance, and must be clearly labeled with the student's name and date of completion.

Supporting documentation may include the following **optional** submissions:

1. **Narrative description** by the teacher or parent describing how the task or activity was conducted and/or what the student was asked to do.
2. **Photographs** of the student engaged in specific tasks or relevant classroom or community activities that show the context of the instructional activity. Except as noted above in the photographs section, photographs are considered supporting documentation.
3. **Audiotape** of the student engaged in specific tasks or relevant classroom or community activities. Except as noted above in the audio clips section, audiotapes are considered supporting documentation.
4. **Reflection sheet or self-evaluation** designed by the teacher documenting the student's awareness, perceptions, and self-assessment of work he or she has created, and the learning that occurred as a result. For example, a student's response(s) to questions such as:
  - *What did I do well? What am I good at?*
  - *Did I correct my inaccurate response?*
  - *What did we do? What did I learn?*
  - *How could I do better? Where do I need help?*

- *What should I work on next? What would I like to learn?*

Placing **stickers** or **stamps** on primary evidence does *not* indicate self-evaluation, unless the teacher provides evidence that the student has made a choice in his or her selection. The use of open-ended self-evaluation activities and questions is encouraged, as described above.

5. **Letters of support** or notes from employers, counselors, after-school program supervisors, community service providers, peers, or others

## **D. Labeling of Evidence**

All evidence must include the following information, either on a *Work Sample Description* form attached to each piece (found in the Product Description Labels/Blank Data Chart section of this manual); on a separate piece of paper listing this information; or written directly on each piece:

- student's name
- date of completion of the activity
- percentage of accuracy of the student's performance (or number of correct responses)
- percentage of independence (or frequency of cues and prompts provided)
- a brief description of the activity, which may include relevant information on the setting, instructional approach, name of adult or peer who assisted the student, and other information needed to demonstrate the context of the learning activity

## Required Evidence in Each Strand

Students taking the MCAS-Alt must submit a portfolio that includes, at minimum, the primary evidence listed below for each strand (or general standard) required for assessment of a student in that grade. It is advisable, however, to **include more evidence than the minimum requirement** to reduce the chance that a portfolio will be scored as *Incomplete*. Submission of supporting documentation is optional (see the section on Supporting Documentation above).

The following evidence *must* be included in each strand of the portfolio:

- **One Data Chart**

A completed **data chart** must be included that measures the student's accuracy and independence in performing tasks **on at least eight different dates** based on a single skill or outcome in the learning standard being assessed. A brief description of each activity during which data was collected must also be included.

Data charts **must** show that the student attempted to learn a new skill. Therefore, data charts will not be scored when they indicate that the student's performance started and remained at 80–100 percent accurate **and** 80–100 percent independent throughout the entire data collection period.

Data charts must appear in one of the following formats, examples of which are provided in the Guidelines for Data Collection section of this manual:

- field data chart
- bar graph
- line graph

Blank data charts are provided in the Product Description Labels/Blank Data Chart section of this manual, and are also available at [www.doe.mass.edu/mcas/alt/](http://www.doe.mass.edu/mcas/alt/). Detailed information on setting up and using data charts can be found in the section of this manual entitled Guidelines for Collecting Data on Student Performance.

- **Two Pieces of Primary Evidence assessing the same skill/outcome as the data chart**

At least two pieces of **primary evidence** other than a data chart (see the section on Primary Evidence above) must also be included in each strand of the portfolio. Primary evidence must document the student's performance of **the same skill or outcome identified on the data chart** in that strand. The data chart and two pieces of primary evidence, all of which document the same skill or outcome, form the “core set of evidence” required in each portfolio strand.

**Note:** Work samples submitted in the portfolio may also be included as points on the data chart, but it is not required that they be included on the chart.

In cases where the student produces little or no tangible work, the following may be substituted for the data chart and two pieces of additional evidence:

- one field data chart
- one bar or line graph that summarizes the same data shown on the field data chart
- one additional piece of primary evidence (other than a data chart)

# Guidelines for Collecting Data on Student Performance

## IMPORTANT INFORMATION:

Data charts, including either *field data charts*, *line graphs*, or *bar graphs*, are a required component of each strand in the student's 2010 MCAS-Alt portfolio.

Each data chart must:

- measure the student's accuracy and independence on **at least eight different dates** performing tasks based on a single skill or outcome in the learning standard being assessed.
- be **clearly labeled** with the student's name, date of each activity, whether each task was performed accurately (correctly), and how frequently cues and prompts were provided to the student.
- provide a **brief description** of each activity during which data was collected, such as the setting in which it occurred; approach or format of the activity; materials used; and any staff who assisted the student.
- show evidence that the student was taught a new skill. Data charts that remain at **80 to 100 percent accuracy and independence** throughout the entire data collection period increase the likelihood that the content area will receive a score of *Incomplete*.

**Blank data charts** are provided in the Product Description Labels and Blank Data Chart section of this manual and may be used as is, or adapted by the teacher. Examples of completed data charts appear at the end of this section.

## Introduction

Collecting data on student performance is an essential part of good instruction and ongoing assessment. Instructional data help educators make valid and objective decisions about what to teach based on what the student has, or has not, already learned, and documents vital information on the effectiveness of instruction already provided. To be most useful, data should indicate the current level of a student's performance on a given task or activity, as well as document his or her improvement over time. Observable results should be recorded from the perspective of the original goal or intended outcome for the student.

Data can be collected either during routine classroom instruction or during tasks and activities set up specifically for the purpose of assessing the student. Portfolio products resulting from instructional data collection may include the following:

- **Recording Student Responses**  
Responses may be recorded on a data chart each time an activity, task, or trial is conducted if all are related to the same skill or outcome. If a bar or line graph is used, all data recorded on a single date should be summarized for percent of accuracy and independence at the bottom of the chart. Data must be collected on at least **eight** different dates, although more is preferable, in order to determine whether progress has been made and whether the skill has been mastered. On each date, the data must indicate whether a correct response was given (percent of accuracy) and whether the student required a cue or prompt (percent of independence).
- **Charting Performance Based on Work Samples**  
Student work samples created in the classroom, at home, or during other school or community-based activities may either be charted individually or summarized for each date, provided all

work is based on the same skill or measurable outcome. Summarizing related work samples on a graph or chart shows the student's progress toward a targeted or desired outcome.

**Note:** Work samples included in the student's portfolio may also be included as points on the student's data chart, though this is not required.

- **Narrative Observations**

Written observations or brief narrative descriptions by the teacher may be useful in recalling the nature of the activity and how it was conducted, in order to provide a similar context the next time. Notes can be written directly on the data sheet or directly on each work sample (Work Sample Description label). The most effective observations are brief and specific (e.g., "Jason used a complete sentence to answer a question for the first time today," rather than "Jason spoke better today").

Narrative observations by themselves are not as precise as performance data and therefore are considered *supporting documentation* that supports the actual performance data.

## **Getting Started**

It may take time to find a method of collecting data that is comfortable and suits each educator's style. Whatever approach is used, certain decisions must be made regarding the process of collecting data. Key steps in the process are described below.

### **Step 1. Clearly define the desired outcome related to learning standards in the subject.**

The Department's *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* can be used to determine curriculum goals that are based on the curriculum frameworks that sufficiently engage and challenge each student, as shown in Figure 1 on the following page. Targeted outcomes must be based on *entry points* at the grade level in which the student is enrolled.

Begin by determining the following:

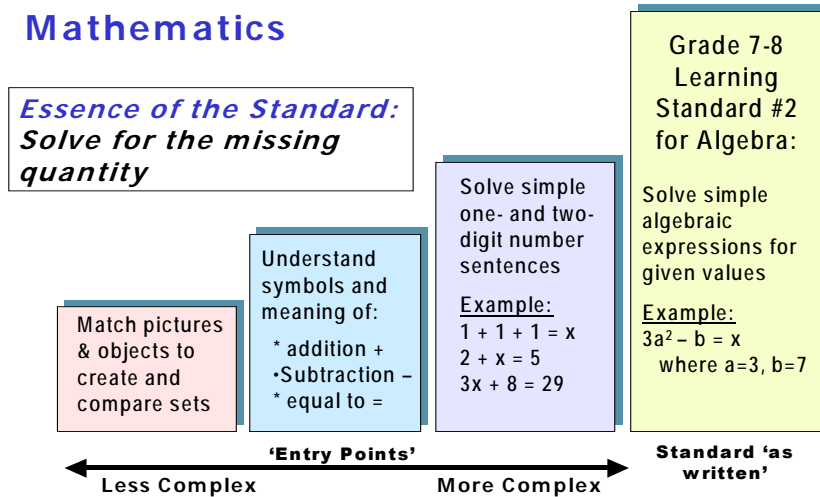
- What knowledge and skills based on the general education curriculum must be taught to a student in this grade? It would be inappropriate, for example, to assess entry points relating to *time* and *money*, if a typical student in that grade would be learning about *linear measurement*.
- What will the student be able to do as a result of instruction in this content area?
- How will the level of complexity be adapted for each student? Pre-testing will help determine the appropriate level of challenge for the student. Figure 1 illustrates how students in grades 7–8 might address the same grade-level algebra standard at varying levels of complexity.

Most students with significant disabilities will be able to access the essence of each learning standard by addressing one of several *entry points* listed in the *Resource Guide*. However, a small number of students with the most complex and significant disabilities may not yet be ready to address academic content, even at the lowest levels of complexity. In such cases, students may instead need to focus on goals that allow them to explore the tools, materials, and academic content by addressing targeted social, communication, and/or motor skills (*access skills*) practiced during academic activities. For example, a student may practice operating an electronic switch on cue to indicate whose turn is next during a science activity; or reach, grasp, and release the materials used during a math activity; or focus on a story read aloud for increasing periods of time.



**Figure 1**  
**Accessing a Learning Standard for Algebra**

**Access to the General Curriculum:  
 Mathematics**



**Step 2. Write the outcome in measurable terms.**

For data to be useful, goals must be stated in measurable terms that address the criteria for a successful performance. Measurable goals allow teachers to track student performance and progress relative to the learning standard being assessed. Three discrete steps have been identified in developing measurable outcomes (Lignugaris/Kraft, Marchand-Martella, and Martella, 2001):

**a. First, identify the *behavior or skill* to be measured.**

What skill will the student address? Behaviors and/or skills can be taken from the student's IEP or adapted from the curriculum taught to other students in the same grade (for example, Jamie will read sight words correctly).

**b. Next, identify the *conditions* for learning the skill.**

How will the student participate in the activity? Determine whether the student needs an adaptation, modification, or accommodation. Presentation of materials and information may need to be adapted to suit individual learning needs, or the method of response by the student may need to be adjusted to suit his or her communication skills (for example, when presented with sight words paired with pictures, Jamie will sign each word correctly using ASL).

**c. Finally, identify the *criteria* for mastering the skill.**

When and how will you know if the student has mastered the skill? For each outcome, criteria for success should be based on a percentage (60%) of the total observations of the targeted skill. It is useful to determine success over at least three, and preferably more, teaching sessions to be sure the student has truly mastered the skill (for example, when presented with five sight words paired with pictures, Jamie will sign each word with 80% accuracy).

Another criterion might be to identify the degree to which the student will perform the skill *independently*, rather than accurately (for example, when presented with five sight words paired with pictures, Jamie will sign each word independently 80% of the time).

**Step 3. Determine where and with whom instruction will occur.**

List the activities in which instruction will occur, with whom they will occur, and the performance data that will be collected.

**Step 4. Determine the method of *systematic instruction*.**

*Systematic instruction* ensures that learning is the result of deliberate planning and does not occur by chance. Students will acquire and generalize skills most effectively when systematic instruction is used across multiple settings and activities. Two methods of systematic instruction are described below.

**a. Time Delay**

When a prompt is given during an activity, the student is expected to respond correctly within a predetermined amount of time. Three approaches to time delay are used.

- *Zero-second time delay* is effective for teaching a skill for the first time. The teacher prompts the student and provides the correct response simultaneously. Then, the student is asked to provide the correct response independently. For example, Brian is shown a flashcard of the number 10 while the teacher says, “Brian, this is number ten. What number is this?” The teacher then waits for Brian to repeat the answer.
- *Progressive time delay* is used to determine whether the student has already learned the skill. The teacher prompts the student, without giving the answer, and increases the wait time successively before giving the correct response, (i.e., one-second delay the first time, two-second delay the second time, etc). For example, Brian is shown a flashcard of the number 10. The teacher waits one second for Brian to respond before giving him the correct response. In the next session, the teacher waits an additional second for Brian to respond before giving him the correct response.
- *Constant time delay*, in which wait time remains constant throughout, (e.g., a constant three-second time delay before providing Brian the correct response).

**b. System of Least Prompts**

For each step of an activity, the student is expected to respond correctly within a predetermined number of seconds, after which successive prompts are introduced, beginning with the least intrusive. If the student responds correctly without a prompt, he or she proceeds to the next step of the activity. If the student does not respond correctly, the least intrusive prompt (i.e., verbal) is given to the student. The teacher again awaits the student’s response within the predetermined time frame. This process continues, using successively more intrusive prompts each time (i.e., verbal, gestural, then physical) until the student responds correctly or when all prompts are utilized and the student has not responded correctly.

**Step 5. Set up a system for recording data on the student’s performance.**

Measure only one skill or outcome on each chart. The chart should be simple to use and allow for routine collection of data. Teachers can design their own data collection sheet or use one of the three blank data charts (i.e., field data, bar graph, or line graph) provided in this manual. The chart should be clear and understandable to others, with all necessary information included and labeled:

- student’s name and dates on which performances occurred
- content area, strand, learning standard, and measurable outcome
- accuracy of performance and whether prompts were used (both are necessary for data charts to be useful to the teacher and scorable for the MCAS-Alt)
- a key describing the symbols or system used on the chart to note accuracy and type and/or frequency of prompts, e.g., verbal, visual, and/or physical

- labeled rows and columns for tables; labeled vertical and horizontal axes, for graphs;
- the desired performance level to attain mastery of the skill
- other descriptive information, such as the setting, people assisting, instructional approach, or materials used

**Table 2**  
**One method of collecting field data on accuracy and independence**

Behavior	Activity	Dates:					Setting	Notes
		3/9	3/12	3/16	3/18	3/22		
Make a choice when given an array of 3 items	Book	+ Vb	+ I	+ I	+ I	+ I		
	Software	– Vs	+ Vb	+ Vb	– Vb	– I		
	Friend	– P	– Vb	+ I	+ Vb	+ I		
	Marker	+ I	+ I	+ I	+ I	+ I		
	Snack	– Vb	– Vb	– Vb	– I	+ Vb		
Criterion: 4/5 correct		40% A 20% I	60% A 40% I	80% A 60% I	60% A 60% I	80% A 80% I		
KEY: (+) = correct (–) = incorrect (Vb) = verbal prompt (Vs) = visual prompt (P) = physical prompt (I) = independent								

A *skill matrix*, such as the example shown in Table 3, may be a useful tool to plan *where* and *when* data will be collected on a specific skill.

**Table 3**  
**Skill Matrix (to determine the setting in which a skill is to be addressed)**

	Reading	Social Studies	Library	
Use switch to greet adults and peers	X	X	X	
Answer yes/no questions	X	X		
Follow object-picture sequence	X	X		

**Step 6. Record the data each time the student performs the task.**

If one work sample or one task or activity will be charted, or if all work on a given date will be summarized on one chart, use a bar or line graph. If multiple related tasks will be conducted on a single date, record data on a *field data chart* each time the student performs the task or activity (see sample field data chart on following pages). Field data charts allow tracking of important information on each performance over a series of trials or the recording of related work samples that address a particular skill or body of knowledge. Charting the student's score over a period of time enables teachers to track progress toward mastery of the skill.

**Step 7. Summarize the data.**

In order to make interpretation easier after field (raw) data is collected, summarize the performance data on each date as a percentage of accuracy and independence; or transfer field data to a bar or line graph to track progress each day over a period of time. For example, John answered 7 out of 9 questions correctly

(78%); on another occasion, he answered 17 out of 21 correctly (81%). Conversion to percentages helps the teacher determine whether the student's performance has improved.

### **Step 8. Review, evaluate, and reflect on the data.**

Once the data have been summarized on a graph or chart, data points can be compared over a period of time. Questions to consider may include the following:

- Do the data indicate that the student achieved the outcome (i.e., do three or more data points exist at or above the level of mastery of the targeted skill)?
- How much progress, if any, has the student made toward the desired outcome?
- If progress is slow, should the student be addressing less complex skills or concepts?
- If the student rapidly achieves mastery, should he or she address more challenging goals (i.e., by introducing a new, more complex skill)?

If a trend is not clear in the data, it may be necessary to review the activities and the conditions in which the activities were conducted with the student and to consider the following possibilities:

- Do all activities address the same skill?
- Do results differ depending on the person assisting, the setting, or the materials being used?
- Do results differ based on the type of reinforcement or consequences provided during instruction?
- Does the student perform better at certain times of day, or on specific day(s) of the week?
- Do performance levels change after long weekends, holidays, or vacations?

### **Step 9. Student self-evaluates.**

At the end of a series of instructional activities in which strategies for reinforcement and/or consequences are used, it is important to provide opportunities for a student to evaluate and reflect on his or her performance. For example, Selma worked on her goal of identifying numbers in math class. At the end of the session, Selma reflected on her performance and reported that she “worked very hard and was proud that she got only one wrong.” Evidence of self-evaluation and reflection should be included in all student portfolios, along with instructional data on the performance itself, since this activity increases the student's awareness of and engagement in his or her own learning. Examples of self-evaluation can be found in the *Sample Portfolio Evidence* provided at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt), and the process is fully described in the *Expanded Scoring Rubric* section of this manual.

### **Conclusion**

Data charts provide compelling evidence of a student's progress toward mastery of targeted skills and content over a period of time. When data are collected consistently and systematically, summarized clearly, and analyzed objectively, they provide educators and IEP Teams with reliable information on which to base instructional decisions. As teachers experiment with different models and techniques for collecting data and use these routinely, they will become more comfortable with the process and use it to provide effective instruction. Data collection is an essential part of every student's MCAS-Alt portfolio. Work samples and instructional data used together can provide a valuable illustration of a student's achievements over a period of time, from a variety of perspectives, and in a range of settings and contexts.

### **References:**

Burdge, M., and J. Clayton. 2003. Systematic instruction and data collection. *Inclusive large scale standards and assessment*. University of Kentucky.

Lignugaris/Kraft, B., N. Marchang-Martella and R. C. Marchang-Martella. 2001. Writing better goals and short-term objectives or benchmarks. *TEACHING Exceptional Children* Vol. 34, No. 1.

# SAMPLE: FIELD DATA CHART

**DATA METHOD 1: FIELD DATA CHART** *(performance on a series of tasks, or on a collection of work samples, related to a targeted skill)*

<b>KEY</b>	<b>+ Accurate</b>
	<b>- Incorrect</b>
	<b>I Independent</b>
	<b>P Prompt Used</b>

## Description:

**Student's Name** Shannon Student

## Learning Standard

(ELA: 9-10) (LS: 8.30) Identify and interpret themes and give supporting evidence from a text.

**Content Area/Strand** English Language Arts - Reading and Literature (including General

## Outcome (Targeted Skill)



Given a story read aloud by a text reader, when the reading stops at the end of the page, Shannon will activate her switch within 45 seconds to continue listening to a story.



## Brief Description

(What was student asked to do?)

While reading a variety of academic texts, Shannon activated her switch to continue a story within 45 seconds to continue a story being stopped.



Date (mo/day/yr):		10/9/2008	10/20/2008	11/4/2008	12/15/2008	12/18/2008	1/13/2009	2/11/2009	3/3/2009	3/11/2009	3/19/2009
Setting and Staff:		Classroom group with Cindie	Classroom group with Roberta	Classroom group with Cindie	Transition skills w/ Mary	Comm. Group with Rena	Classroom group with Roberta	Classroom group with Cindie	Class group with Cindie	Class group with Nancy	Transition skills w/ Mary
Accuracy and Independence for each trial (see KEY):	a	--	+	+	--	+	+	+	+	+	+
	i	I	P	I	I	I	I	I	I	I	I
	a	--	+	--	--	+	+	+	+	+	+
	i	P	I	I	P	I	I	I	I	I	I
	a	--	--	--	--	--	+	+	+	--	+
	i	P	P	I	I	I	I	I	I	I	P
	a	--	--	+	+	--	+	+	+	+	+
	i	P	P	I	I	I	I	I	I	P	I
	a	+	+	--	+	+	+	+	--	+	--
	i	P	I	I	P	I	I	I	I	P	I
SUMMARY for this date	% Accuracy:	33	50	50	43	60	83	86	75	89	80
	% Independence:	17	33	100	57	100	100	100	100	78	80
Description or Comments (Required):		Activated switch to continue a poem on tape.	Activated a switch to continue a book on tape.	Activated switch to continue a leisure book on tape.	Activated switch to continue a history story.	Activated switch to continue a math story.	Activated switch to continue a poem.	Activated switch to continue a science book.	Activated switch to continue a mythology story.	Activated switch to continue a story.	Activated switch to continue a story.

**At least eight (8) different dates are required.**

## SAMPLE: LINE GRAPH

### DATA METHOD 3: LINE GRAPH *(Instructional data summarizing the student's performance on each date)*

#### Description:

**Student Name:** Shannon Student

**Learning Standard**

(ELA: 9-10) (LS: 8.30) Identify and interpret themes and give supporting evidence from a text.

**Content Area/Strand:** English Language Arts - Reading and Literature (including General Standard 8)

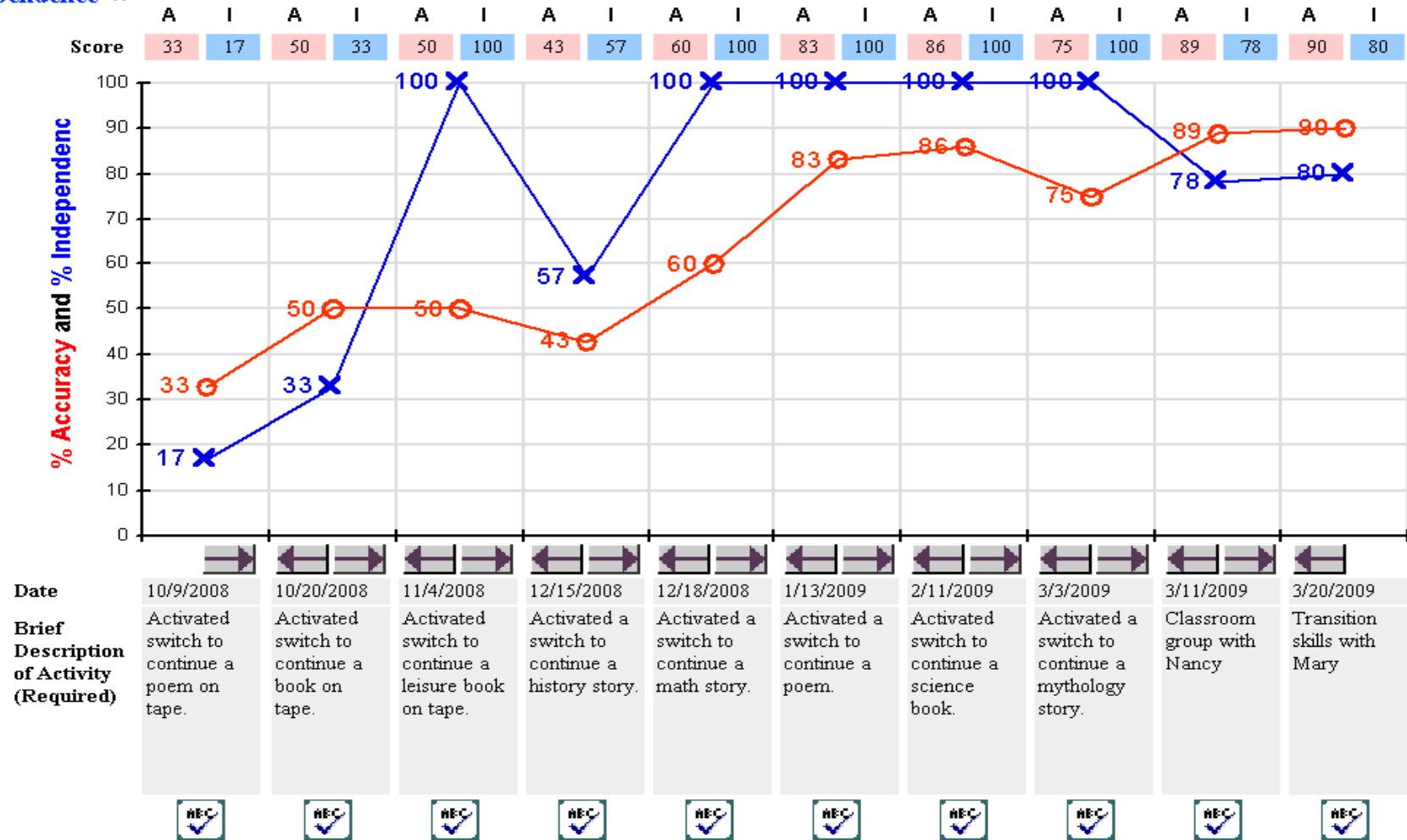
**Outcome (Targeted Skill)**

Given a story read aloud by a text reader, when the reading stops at the end of the page, Shannon will activate her switch within 45 seconds to continue listening to a story.

**KEY**

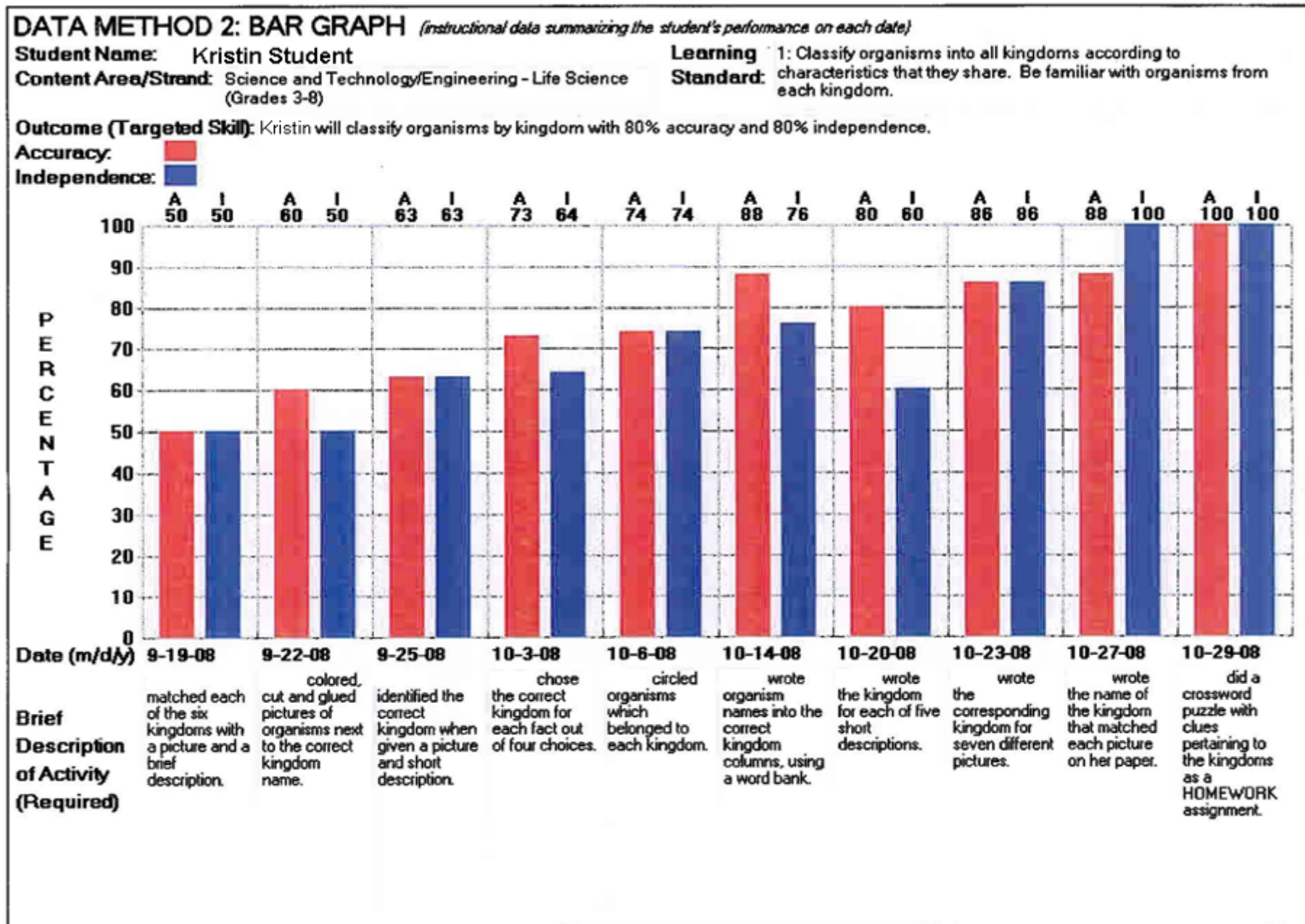
**Accuracy** ○

**Independence** X



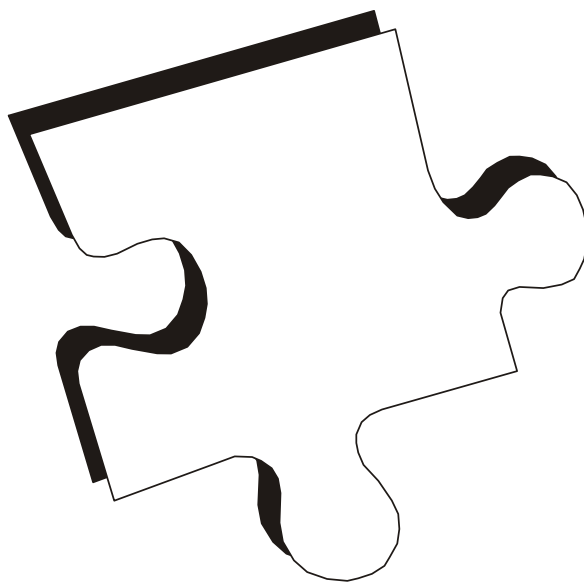
**At least eight (8) different dates are required.**

## SAMPLE: BAR GRAPH



## PART IV

# Scoring Portfolios and Reporting Results





# Scoring MCAS-Alt Portfolios

## A. Scoring Student Portfolios

Portfolios will be scored by Measured Progress, the state's testing contractor. Scorers are closely monitored by the Department to ensure that the score of each portfolio is accurate.

The challenge in scoring portfolios is for individuals who do not work directly with the student to accurately and objectively evaluate a collection of diverse materials and information. Through use of a universal scoring rubric, evidence of the student's performance is evaluated and scored using research-based criteria on how students with significant disabilities learn and demonstrate knowledge and skills. The MCAS-Alt Rubric for Scoring Portfolio Strands was developed with assistance and feedback from hundreds of teachers, the Department's testing contractor, and statewide advisory committee. The criteria for scoring portfolios are listed below and described in detail on the following pages.

The scoring of MCAS-Alt portfolios reflects the goal of standard MCAS tests, which is to gauge the level at which a student learns, understands, and applies skills and knowledge outlined in the Massachusetts curriculum frameworks. The MCAS-Alt is intended to ensure that students with significant disabilities have been given access to the general education curriculum (i.e., the Massachusetts curriculum frameworks), as required by law, and to measure how much of this material they have learned.

## B. MCAS-Alt Rubric for Scoring Portfolio Strands

The Rubric for Scoring Portfolio Strands is the instrument used by the Massachusetts Department of Elementary and Secondary Education to review, evaluate, and score all student portfolios. A copy of the scoring rubric is provided on the following page, with an explanation of each rubric area on the pages following. For a full explanation of how portfolios are scored, please see the Department's publication entitled *2009 Guidelines for Scoring Student Portfolios* on the MCAS-Alt Web page at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

Trained and qualified scorers examine each strand of the portfolio and apply the following criteria in order to produce a score in each rubric area, based on the evidence found in the portfolio:

- **Completeness** of all portfolio materials
- **Level of complexity** at which the student addresses learning standards in the Massachusetts curriculum frameworks in the subject being assessed
- **Accuracy** of the student's responses to questions, or of his or her performance of specific tasks
- **Independence** demonstrated by the student in responding to questions or in performing tasks
- **Self-evaluation** during or after each task or activity (e.g., reflection, self-correcting, goal-setting)
- **Generalized performance** in different instructional contexts in which the student demonstrates knowledge or performs tasks or activities

The Rubric for Scoring Portfolio Strands is used to generate a score in each portfolio strand based on each rubric area: Level of Complexity (1–5), Demonstration of Skills and Concepts (M–4), and Independence (M–4). A combined score for an entire subject is generated for Self-Evaluation (M–4) and Generalized Performance (1–3). A score of “M” means there was insufficient evidence or information to generate a numerical score in a rubric area.

## **D. Using the Rubric to Guide the Development of Student Portfolios**

The Rubric for Scoring Portfolio Strands serves several purposes:

- to inform educators and parents of the criteria that will be used to evaluate portfolios
- to score portfolios after they are submitted
- to guide teachers in planning and designing standards-based instruction that yields high-quality products for the student's portfolio.

In order for a portfolio to receive the highest score, it must include evidence that the student has learned challenging new academic skills and is able to perform these skills accurately and independently. Evidence should also address all areas of the scoring rubric, including self-evaluation and generalized performance. A single piece of portfolio evidence cannot, by itself, provide evidence of student learning in every rubric category. Instead, a variety of portfolio products must be submitted that support and complement one another.

The Rubric for Scoring Portfolio Strands is shown on the following pages and includes descriptions of the conditions necessary to attain each score point on the rubric.

## 2010 MCAS-Alt RUBRIC for Scoring Portfolio Strands

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Level of Complexity</b>	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication “access skills” during instruction based on curriculum framework learning standards in this strand.	Student addresses curriculum framework learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework learning standards (3 or more) at grade-level expectations in this strand.

	<b>M</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Demonstration of Skills and Concepts</b>	The portfolio strand contains insufficient information to determine a score.	Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand <b>(0–25% accurate)</b> .	Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand <b>(26–50% accurate)</b> .	Student’s performance is mostly accurate and demonstrates some understanding in this strand <b>(51–75% accurate)</b> .	Student’s performance is accurate and is of consistently high quality in this strand <b>(76–100% accurate)</b> .
<b>Independence</b>	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand <b>(0–25% independent)</b> .	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand <b>(26–50% independent)</b> .	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand <b>(51–75% independent)</b> .	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand <b>(76–100% independent)</b> .
<b>Self-Evaluation</b>	Evidence of self-correction, task-monitoring, goal-setting, and reflection was <b>not found</b> in the student’s portfolio in this content area.	Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in <b>only one strand</b> .	Student occasionally self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in <b>two strands</b> .	Student frequently self-corrects, monitors, sets goals, and reflects in this content area — <b>for a three strand portfolio</b> , one example of self-evaluation was found in each strand; <b>for a two-strand portfolio</b> , two or more examples were found in only one strand.	Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area — <b>two or more</b> examples of self-evaluation were found in <b>each strand</b> .
<b>Generalized Performance</b>		Student demonstrates knowledge and skills in <b>one</b> context, or uses <b>one</b> approach and/or method of response and participation in <b>each strand</b> in the content area.	Student demonstrates knowledge and skills in <b>multiple</b> contexts, or uses <b>multiple</b> approaches and/or methods of response and participation in <b>only one strand</b> in the content area.	Student demonstrates knowledge and skills in <b>multiple</b> contexts, or uses <b>multiple</b> approaches and/or methods of response and participation in <b>two or more strands</b> in the content area.	

**EXPANDED VERSION of the Rubric for Scoring Portfolio Strands****1) LEVEL OF COMPLEXITY**

To what extent is the evidence aligned with learning standards required for assessment in this subject?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication “access skills” during instruction based on curriculum framework learning standards in this strand.	Student addresses curriculum framework learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework learning standards (3 or more) at grade-level expectations in this strand.

**Scoring information in this rubric area:**

1. The evidence in this strand documents instruction that is either **unrelated or unmatched to the Massachusetts curriculum framework learning standards** required for assessment. Either the standards being assessed were not required in the portfolio of a student enrolled in the grade; or the evidence does not document the student’s participation in the general academic curriculum. If a score of 1 is given in Level of Complexity, other rubric areas will not receive a score.
2. The evidence indicates that the student is being exposed to the academic curriculum, but is **not yet addressing academic content and skills** in this subject. He or she may be working on social, communication, and/or motor skills (“access skills”) during instructional activities based on curriculum frameworks, or may be exploring methods, tools, and materials in the content area.
3. The evidence indicates that the student is addressing academic content and skills based on curriculum framework learning standards in this strand, but **learning standards have been modified to a lower level of complexity** (i.e., below grade-level expectations) compared with learning standards addressed by a typical student in this grade. Modified standards are called “entry points” and are described in detail in the Department publication, *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2006).
4. The evidence indicates that the student is addressing academic content and skills based on curriculum framework learning standards **at grade-level expectations, though only a small number of learning standards (1-2) are included** in the portfolio strand.
5. The evidence indicates that the student is addressing academic content based on curriculum framework learning standards **at grade-level expectations, and a broad range of learning standards (3 or more) are included** in the portfolio strand.

**NOTE:** A score of 5 in this rubric area is required for a student to be considered for the Competency Determination. The student must also submit specific portfolio evidence described in the section entitled Portfolios Submitted for the Grade 10 Competency Determination.

## 2) DEMONSTRATION OF SKILLS AND CONCEPTS

How accurate is the student's performance of the skills and concepts being assessed?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76–100% accurate).

### Summary:

This rubric area measures the degree to which the student gave the **correct or desired response(s)** during a task or activity. Teachers should provide the student's percentage of accuracy on (or attached to) *each piece* of primary evidence. Certain evidence may not lend itself to easy calculation of accuracy; for example, a written response or research project. In these cases, the teacher should estimate the degree to which the student responded as directed, or use a scoring rubric designed specifically for the activity.

### Scoring information in this rubric area:

Each strand will be scored for *Demonstration of Skills and Concepts* by first identifying the “final 1/3 time frame” on the data chart (or the final three points, if fewer than twelve points are listed on the chart)

Next, an average is calculated based on the percentage of accuracy for:

- all data points during the final 1/3 time frame of the data chart; plus
- all other primary evidence in the portfolio strand produced during or after the final 1/3 time frame.

Based on the average of the data points and evidence, the overall score in the strand is then determined using the rubric shown above.

A score of “M” will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** measuring a single skill or outcome based on the required learning standard or strand on at least eight different dates that shows the student's accuracy and independence on each task or trial; and
- **two pieces of primary evidence**, such as work samples, videos, or photographs, that measure the same skill (or address the same outcome) as the data chart.

A score of “M” will be given if the primary evidence listed above is not labeled (with the student's name, date of completion, percentage of accuracy, and percentage of independence); or when the data chart lists the percentages of accuracy and independence as 80-100 percent for the duration of the data collection period.

### 3) INDEPENDENCE

How much support and assistance does the student require in order to demonstrate knowledge and skills?

M	1	2	3	4
The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).

#### Summary:

This rubric area measures the frequency with which **verbal, visual, gestural, or physical cues and prompts** were used to assist the student in responding to a task, activity, or assignment. For example, if a student received prompts 10% of the time during the period in which a piece of evidence was produced, the percentage of independence is 90%. Likewise, if a student receives hand-over-hand assistance 100% of the time, the score for independence is 0%.

#### Scoring information in this rubric area:

Each strand will be scored for *Independence* by first identifying the “final 1/3 time frame” on the data chart (or the final three points, if fewer than twelve points are listed on the chart)

Then, an average is calculated based on the percentage of independence for:

- all data points during the final 1/3 time frame of the data chart; plus
- all other primary evidence in the portfolio strand produced during or after the final 1/3 time frame.

Based on the average of the data points and evidence, the overall score in the strand is then determined using the rubric shown above.

A score of “M” will be given in both *Demonstration of Skills and Concepts* and in *Independence* when the following primary evidence is not included in the strand:

- **one data chart** measuring a single skill or outcome based on the required learning standard or strand on at least eight different dates that shows the student’s accuracy and independence on each task or trial; and
- **two pieces of primary evidence**, such as work samples, videos, or photographs, that measure the same skill (or address the same outcome) as the data chart.

A score of “M” will also be given if the primary evidence listed above is not labeled (with the student’s name, date of completion, percentage of accuracy, and percentage of independence); or when the data chart lists the percentages of accuracy and independence as 80-100 percent for the duration of the data collection period.

#### 4) **SELF-EVALUATION**

How aware is the student of his or her performance, and how often does he or she make decisions that affect the performance?

<b>M</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Evidence of self-correction, task-monitoring, goal-setting, and reflection was <b>not found</b> in the student's portfolio in this content area.	Student infrequently self-corrects, monitors, sets goals, and reflects in this content area – evidence of self-evaluation was found <b>in only one strand</b> .	Student occasionally self-corrects, monitors, sets goals, and reflects in this content area – evidence of self-evaluation was found <b>in two strands</b> .	Student frequently self-corrects, monitors, sets goals, and reflects in this content area – <b>for a three strand portfolio</b> , one example of self-evaluation was found in each strand; <b>for a two-strand portfolio</b> , two or more examples were found in only one strand.	Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area – <b>two or more</b> examples of self-evaluation were found <b>in each strand</b> .

##### **Summary:**

Self-evaluation, or “thinking about learning,” measures how well and how frequently a student:

- selects a problem-solving strategy
- monitors and evaluates his or her own use of that strategy
- self-corrects as necessary (*National Alternate Assessment Center, 2005*).

Evidence of **self-evaluation** must either be clearly labeled with the student's name and date, or if it is included on another piece of primary evidence (for example, if the student reflects, self-corrects, or chooses the piece for the portfolio), then it should be described by the teacher (for example, “student corrected his/her incorrect answer” or “student chose this piece for the portfolio”). Self-evaluation may include evidence of any of the following activities:

- Student identifies and corrects his/her own errors (Note: self-correction must be indicated by teacher)
- Reflecting on and evaluating one's own performance; for example, recording the student's responses to questions such as:
  - *What did I do well? What am I good at? Was this too easy?*
  - *What did we do during this activity? What did I learn?*
  - *How could I do better? Where do I need help?*
  - *What should I work on next? What would I like to learn?*
- Tracking or monitoring one's own progress (for example, checking off completed tasks or a sequence of steps in an activity)
- Graphing one's own performance or progress on a chart, table, or graph
- Selecting work for one's own portfolio
- Determining and setting one's own educational goals

**NOTE:** Use of **stickers** as evidence of self-evaluation is recommended only as a last resort. If used, there must be evidence of a choice made by the student. Reflective questions, such as those listed above, are preferable, since they allow the student to provide open responses.

5) **GENERALIZED PERFORMANCE**

How frequently does the student demonstrate knowledge and skills in different contexts, and as a result of using multiple instructional approaches?

<b>1</b>	<b>2</b>	<b>3</b>
Student demonstrates knowledge and skills in <b>one</b> context, or uses <b>one</b> approach and/or method of response and participation in <b>each strand</b> in this content area.	Student demonstrates knowledge and skills in <b>multiple</b> contexts, or uses <b>multiple</b> approaches and/or methods of response and participation in <b>only one strand</b> in this content area.	Student demonstrates knowledge and skills in <b>multiple</b> contexts; or uses <b>multiple</b> approaches and/or methods of response and participation in <b>two or more strands</b> in this content area.

**Summary:**

Students with significant cognitive disabilities often have difficulty **generalizing** skills to new settings and situations. This area measures the use of effective classroom strategies for ensuring that students are able to retain and transfer what they have learned (*National Alternate Assessment Center*, 2005).

Generalized Performance reflects the number of **instructional approaches** and **activity formats** through which the student acquires and demonstrates knowledge and skills, including any of the following elements of instruction:

- *media and materials* (using art materials, written text, manipulatives, computer)
- *activity formats* (classroom projects, small group discussions, paired research, experiments)
- *presentation formats* (oral, written, multimedia)
- *method of response* (handwritten, word-processed, oral, creation of a visual display, on a video)
- *application of skills and/or knowledge* in home and community settings

**Scoring Information:**

A score of M will not be given in this rubric area, since portfolio evidence will always demonstrate at least **one** approach or context, and result in a score of at least 1.

The score for Generalized Performance will not be increased based solely on changes in the *setting* or *people who assist the student*.

**Age-appropriate instructional materials:** When the evidence in the portfolio indicates that materials used during instruction were inappropriate to the student's chronological age, the score will be lowered **one point** in this rubric area (but not below a score of 1).



# Determining a Performance Level for Each Content Area

For each student who takes the MCAS-Alt, one of the following performance levels is reported in each content area of the portfolio:

- ***Incomplete***—**Insufficient evidence and information** was included in the portfolio to allow a performance level to be determined in the content area.
- ***Awareness***—Students at this level demonstrate **very little understanding** of learning standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require extensive prompting and assistance, and their performance is mostly inaccurate.
- ***Emerging***—Students at this level demonstrate a **simple understanding below-grade-level expectations** of a limited number of learning standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students require frequent prompting and assistance, and their performance is limited and inconsistent.
- ***Progressing***—Students at this level demonstrate a **partial understanding below-grade-level expectations** of selected learning standards and core knowledge topics contained in the Massachusetts curriculum framework for the content area. Students are steadily learning new knowledge, skills, and concepts. Students require minimal prompting and assistance, and their performance is basically accurate.
- ***Needs Improvement***—Students at this level demonstrate a **partial understanding of grade-level subject matter** and solve some simple problems.
- ***Proficient***—Students at this level demonstrate a **solid understanding of challenging grade-level subject matter** and solve a wide variety of problems.
- ***Advanced***—Students at this level demonstrate a **comprehensive understanding of challenging grade-level subject matter** and provide sophisticated solutions to complex problems.

(Please Note: A student taking grade 10 MCAS tests/retests or an alternate assessment must attain a performance level of *Needs Improvement* (plus fulfillment of an Educational Proficiency Plan, called an EPP), *Proficient*, or *Advanced* on grade 10 tests/retests in order to meet the state’s requirement for receiving a high school diploma.)

## Calculating an Overall Performance Level in the Content Area

To determine the overall performance level in a content area, each portfolio strand in the content area is scored using the Rubric for Scoring Portfolio Strands; then a performance level is given by applying the score combinations shown in Table 4. Based on a calculation of the average of all performance levels attained in each required portfolio strand, an overall performance level is determined for the content area. Scores in *Self-Evaluation* and *Generalized Performance* are not included in the calculation of the overall performance level.

**Table 4**  
**Calculating a Performance Level for Each Portfolio Strand**

A performance level is calculated for each portfolio strand based on the score combinations shown below using the Rubric for Scoring Portfolio Strands:

Level of Complexity = 1

Level of Complexity = 2

Level of Complexity = 3

		Demonstration of Skills & Concepts			
		1	2	3	4
Independence	1	In	In	In	In
	2	In	In	In	In
	3	In	In	In	In
	4	In	In	In	In

		Demonstration of Skills & Concepts			
		1	2	3	4
Independence	1	Aw	Aw	Aw	Aw
	2	Aw	Aw	Aw	Aw
	3	Aw	Aw	Em	Em
	4	Aw	Aw	Em	Em

		Demonstration of Skills & Concepts			
		1	2	3	4
Independence	1	Aw	Aw	Aw	Aw
	2	Aw	Aw	Em	Em
	3	Aw	Em	Pg	Pg
	4	Aw	Em	Pg	Pg

Level of Complexity = 4

Level of Complexity = 5

		Demonstration of Skills & Concepts			
		1	2	3	4
Independence	1	Aw	Aw	Aw	Aw
	2	Aw	Aw	Em	Em
	3	Aw	Em	Pg	Pg
	4	Aw	Em	Pg	Pg

		Demonstration of Skills & Concepts			
		1	2	3	4
Independence	1	Aw	Aw	Aw	Aw
	2	Aw	Em	Em	Em
	3	Em	Pg	Pg	Pg
	4	Em	Pg	NI+	NI+

NOTE: For portfolio strands in which the score is “M” in both *Demonstration of Skills and Concepts* and *Independence*, the performance level will be counted as “Incomplete” for the purpose of calculating the final performance level.

“M” means the required information was either missing or insufficient to determine a score.

### KEY

In	Incomplete
Aw	Awareness
Em	Emerging
Pg	Progressing
NI+	Needs Improvement, Proficient, or Advanced

# Reporting Results of MCAS-Alt

## A. School and District Results

School and district performance-level results and *Portfolio Feedback Forms* are posted to [www.mcasservicecenter.com](http://www.mcasservicecenter.com), a secure password-protected website, beginning in mid-August.

District results include performance-level results for students attending each school in a district, as well as for those students who reside in the district and attend publicly funded out-of-district placements, such as educational collaboratives, approved or unapproved private special education schools, or programs in other public school districts.

## B. Parent/Guardian Report

By mid-September, districts receive printed reports of each student's MCAS-Alt results. The *Parent/Guardian Report for MCAS-Alt* provides a detailed description of their child's scores in each area of the scoring rubric, and an overall performance level in each subject in which an alternate assessment was taken. Standard *MCAS Parent/Guardian Reports* also include the performance level (but not individual rubric area scores) for students who participated in the MCAS-Alt.

In addition, copies of the *Guide to the Parent/Guardian Report for MCAS-Alt* are sent to districts. Both the report and the guide must be sent to the student's home. Translations of these forms are available in nine languages at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt) and must be sent to the student's home if the primary language of the home is other than English.

## C. School and District Accountability

To meet federal requirements for reporting results of statewide assessments for all students, the results of MCAS-Alt will be included in school, district, and statewide reports of MCAS results. Since scaled scores (i.e., numerical scores between 200 and 280) are not assigned to MCAS-Alt, results of alternate assessments will be reported as performance levels only. The alternate assessment performance levels of *Incomplete*, *Awareness*, *Emerging*, and *Progressing* will count in the *Warning/Failing* performance level for school and district reporting.

## D. School and District Accountability for Adequate Yearly Progress (AYP)

In accordance with the federal education law *No Child Left Behind*, schools and districts are required to demonstrate their annual progress toward the proficiency of all students in English language arts/reading and mathematics. To make adequate yearly progress (AYP), Massachusetts schools must meet specific annual performance objectives in each subject for all student subgroups, including students with disabilities, in the following areas, including:

- MCAS participation rates
- MCAS test scores
- MCAS-Alt results
- attendance rates
- graduation rates

### The One Percent Rule for AYP

In calculating AYP for each school and district, *No Child Left Behind* permits states to count the results of students with *significant cognitive disabilities* who take alternate assessments differently from the results of all other students. When a state has not been granted interim flexibility by the U.S. Department of Education, up to only one percent of the total number of students assessed in each district, and in the state, can be counted toward the school and district's performance index for the purpose of determining AYP, according to the indices below, provided these students have significant cognitive disabilities and have participated in statewide alternate assessments measured against *alternate achievement standards* (i.e., those who perform substantially below the expectations of peers in the same grade). This provision should not be confused with existing state requirements to meet the Competency Determination standard in order to be eligible for a high school diploma. Nor should this be misinterpreted as a quota on the number of students who may take alternate assessments.

The MCAS results of all students are calculated based on the indices shown below in Tables 5 and 6. Students who take standard MCAS tests earn points for their school and district depending on their test results, as shown in **Table 5: MCAS Test Index**. Students with significant cognitive disabilities who took MCAS Alternate Assessments earn points for their school and district AYP calculation, as shown in **Table 6: MCAS-Alt Index**. To obtain a *Composite Performance Index* for AYP, the Department combines the points earned by students on each index (i.e., Tables 5 and 6) and divides the total by the number of enrolled students.

Although only up to one percent of the number of students participating in MCAS will be counted for AYP using the *MCAS-Alt Index* shown in Table 6, this limit is not intended to restrict IEP Teams from making appropriate determinations regarding which students are designated for alternate assessments. The state has the authority to grant waivers to districts that educate a population of students with significant disabilities that exceeds one percent.

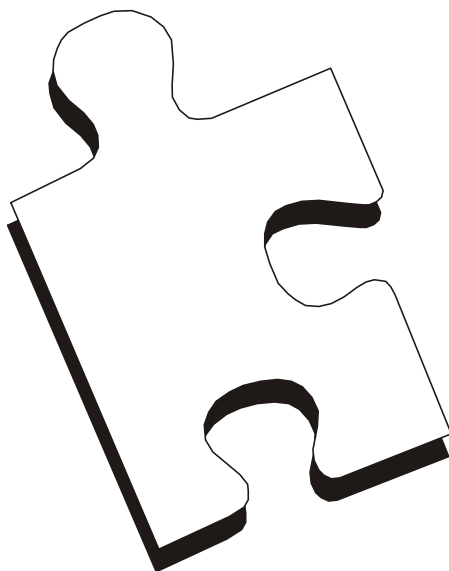
**Tables 5 and 6**  
**How Students Are Included in the *Composite Performance Index* for AYP**

<b>Table 5: MCAS Test Index for Students Taking Standard MCAS Tests</b>	
<b>MCAS Scaled Score</b>	<b>Points Awarded</b>
200 – 208 <i>Failing/Warning – Low</i>	0
210 – 218 <i>Failing/Warning – High</i>	25
220 – 228 <i>Needs Improvement – Low</i>	50
230 - 238 <i>Needs Improvement – High</i>	75
240 - 280 <i>Proficient/Advanced</i>	100

<b>Table 6: MCAS Alt Index for Students with Significant Cognitive Disabilities Taking MCAS-Alt</b>	
<b>MCAS Alt-Score</b>	<b>Points Awarded</b>
Portfolio not submitted	0
Incomplete portfolio	25
Awareness	50
Emerging	75
Progressing	100

## PART V

# Required Forms



Required forms for the MCAS-Alt are provided in this section. Forms may be photocopied as needed, but may not be altered. **MCAS-Alt Forms and Graphs Online**, the Department's web-based program for completing and printing these forms, is available at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

- *Portfolio Contents Checklist* (optional)
- *Portfolio Cover Sheet*
- *Strand Cover Sheet*
- *Verification Form*
  - English version
  - Spanish version
- *Consent Form to Photograph and Audio/Videotape a Student*
  - English version
  - Spanish version
- *Consent Form for Incidental Photographing and Audio/Video Recording of a Student*
  - English version
  - Spanish version

2010 MCAS-Alt

## PORTFOLIO CONTENTS CHECKLIST

The following items and completed forms must appear in the student's MCAS-Alt portfolio and be submitted in a three-ring binder. Place a check next to each item included in the portfolio:

- \_\_\_\_\_ **An artistic cover** designed by the student, inserted in the front window of the three-ring portfolio binder (recommended but not required)
  
- \_\_\_\_\_ **Portfolio Cover Sheet** with all required information
  
- \_\_\_\_\_ **Student's introduction to the portfolio**, either written, dictated, or recorded by the student expressing "What I want others to know about me as a learner, and about my portfolio"  
(See the *Educator's Manual* for guidance on preparing the student's introduction.)
  
- \_\_\_\_\_ **Verification Form** signed by the parent(s) or guardian certifying they were given an opportunity to review the work in their child's portfolio. If this form is not signed, a record of attempts made by the school inviting parents to review the portfolio must be included.
  
- \_\_\_\_\_ **Consent Form to Photograph and Audio/Videotape a Student** signed by the parent or guardian is required only if electronic images or recordings of the student are included in the portfolio. This form need not be included in the portfolio, but **must be kept on file at the school**.
  
- \_\_\_\_\_ **Student's weekly schedule** in order to verify that the student is receiving an instructional program that includes the general education (i.e., academic) curriculum.
  
- \_\_\_\_\_ **Letters of recommendation and support** (optional) from employers, peers, community members, and others who maintain frequent contact with the student that attest to the student's academic performance and achievement or describe the student's participation in standards-based activities
  
- \_\_\_\_\_ **Strand Cover Sheet** attached to the evidence for each portfolio strand
  
- \_\_\_\_\_ **Portfolio evidence** (work samples, data charts, video, etc.) in the subject(s) being assessed
  
- \_\_\_\_\_ **Work Sample Descriptions** on all work samples, data charts, videotapes, and other evidence that include at least the following required information:
  - student's name
  - date work was produced
  - percent accuracy
  - percent independence (or frequency of assistance; or number of cues and prompts given to the student)
  - brief descriptions, as needed, of the task, activity, or assignment



2010 MCAS-Alt

## PORTFOLIO COVER SHEET

(This page must appear as the first page of the portfolio.)

1) Student's Name: \_\_\_\_\_

2) State-Assigned Student Identifier (SASID): 

--	--	--	--	--	--	--	--	--	--

3) Grade in which student was reported to Student Information Management System (SIMS): \_\_\_\_\_

4) School, Educational Collaborative, or Program attended by the student:  
\_\_\_\_\_

5) District-School Code: 

--	--	--	--

 DISTRICT – 

--	--	--	--

 SCHOOL District Name: \_\_\_\_\_  
(if applicable)  
(See <http://profiles.doe.mass.edu>)

6) Address of School or Program: \_\_\_\_\_  
\_\_\_\_\_

7) Student's sending district, if program is outside the district in which the student lives:  
\_\_\_\_\_

8) Contact Information:

Teacher's Name: \_\_\_\_\_

School telephone and email: \_\_\_\_\_

9) Content area(s) included in this portfolio (check all that apply):

☐ English Language Arts ☐ Mathematics ☐ Science and Technology/ Engineering

10) Will this student take a standard MCAS test in any content area in spring 2010?

If yes, which content area(s)? \_\_\_\_\_

11) This student addresses the learning standards:  
(check only one)

☐ **substantially below grade-level expectations**  
☐ **at or close to grade-level expectations**





# 2010 MCAS-Alt STRAND COVER SHEET

(A completed Strand Cover Sheet must be included with evidence in the strand being assessed.)

(1) Student's Name: \_\_\_\_\_

(2) State-Assigned Student Identification Number (SASID):                     

(3) Grade in which student was reported to Student Information Management System (SIMS): \_\_\_\_\_

(4) a. Content Area (Subject): \_\_\_\_\_

b. Strand: \_\_\_\_\_

c. Learning Standard(s): \_\_\_\_\_

(List learning standards for the grade in which the student was reported in SIMS.)

(5) Level of complexity (Student addresses learning standard(s) in this strand at the following level):

☐ at grade-level expectations      ☐ through "entry points"      ☐ through "access skills"

(6) Measurable outcome: Indicate in measurable terms the **targeted skill** the student is expected to learn based on the learning standard and level of complexity listed above (for example, "*student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence*").

***The student will...***

(7) Adaptations, accommodations, and/or modifications used by the student during routine instruction in order to perform this skill independently:

(8) Primary evidence included in this Strand:

Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence.

**Including more than the minimum requirement is strongly encouraged.**

All evidence must be **labeled** with: student's name; day, month, and year work was completed; % accuracy; and % independence. Write this information on each piece or attach a completed *Work Sample Description*.

## Primary Evidence Checklist

Product: (List and check boxes, if included)	Name	Date	Accuracy	Independence
<i>Data chart showing targeted skill listed above (required):</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence #1 based on same skill (required):</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence #2 based on same skill (required):</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Additional evidence in this strand (optional):</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Additional evidence in this strand (optional):</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Continue list on additional paper, if needed.)

*2010 MCAS-Alt*  
**Parent, Guardian, or Primary Care Provider  
VERIFICATION FORM**

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Please check below:

\_\_\_\_\_ I HAVE BEEN GIVEN AN OPPORTUNITY TO REVIEW THE CONTENTS  
OF MY CHILD'S PORTFOLIO.

\_\_\_\_\_  
**Signature** of Parent, Guardian, Primary Care Provider, or Student (if over 18 years of age)

OPTIONAL: Comments by parent, guardian, or primary care provider regarding  
the child's MCAS-Alt portfolio (continue on reverse side if necessary):

---

---

---

---

---

---

---

If the parent, guardian, or primary care provider did **not** view the portfolio, the school must  
provide, in the space above, a log of attempts made to contact the parent or guardian to do so.

Encourage parents to contact the Department of Elementary and Secondary Education  
directly with comments/questions at [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

This form must be included in the student's MCAS-Alt portfolio.

*2010 Evaluación MCAS Alterna*  
**Padre, Guardián, o Proveedor de Cuidado Principal**  
**FORMA DE VERIFICACIÓN**

Nombre del Estudiante: \_\_\_\_\_

Escuela: \_\_\_\_\_

Marque abajo:

\_\_\_\_\_ YO HE TENIDO LA OPORTUNIDAD DE REPASAR EL CONTENIDO  
DEL PORTAFOLIO DE MI HIJO/A.

Firma del Padre, Guardián, or Proveedor de Cuidado Principal, o estudiantes de 18 años:

\_\_\_\_\_

OPCIONAL: Comentarios del padre, guardián, or proveedor principal sobre el  
portafolio de MCAS (continuar en el otro lado si es necesario):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Si el padre, guardián, or proveedor de cuidado principal no repasó el contenido del  
portafolio, la escuela debe anotar (en el espacio arriba) las veces que se ha comunicado  
con el padre.

Anime a los padres a ponerse en contacto con el Departamento de Educación Elemental y  
Secundaria directamente con comentarios o preguntas de MCAS a [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

Este formulario debe ser incluido en el portafolio del estudiante.

**Teacher Instructions:  
Consent Form  
to Photograph and Audio/Videotape a Student**

***To Teachers:***

Please share the attached *Consent Form* with the parent(s) or guardian of a student participating in the MCAS-Alt for whom photographs, videotape, or audiotape will be submitted. Informed consent by the parent/guardian is required for this specific use. If consent is not obtained, electronic images and recordings of the student may not be created or submitted in the portfolio.

Please keep a signed copy of this *Consent Form* in the student's file. It is not necessary to include this form in the portfolio.

Consent is necessary only for the creation of electronic images or recordings of the student. The signed IEP signifies consent by the parent to have the student participate in the MCAS-Alt.

## **CONSENT FORM**

### **to Photograph and Audio/Videotape a Student**

---

#### **To Parents or Guardians:**

State and federal laws require *all* students in Massachusetts to participate in the Massachusetts Comprehensive Assessment System (MCAS), the state's student assessment program. Massachusetts gives MCAS tests in three subjects: English Language Arts, Mathematics, and Science and Technology/Engineering. A student's IEP Team will determine whether a student with a disability should take standard MCAS tests, either with or without test accommodations, or whether the student requires an alternate assessment. The MCAS-Alt provides a method for assessing the academic performance of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations.

**Brief Description of the MCAS-Alt:** During the school year, your child's teacher will collect educational information documenting your child's performance. The teacher will compile this information in a portfolio and will send it to the Department of Elementary and Secondary Education where it will be reviewed and scored by a portfolio review team of qualified scorers. Portfolios are scored in April and will be returned to your child's school in the fall. Your child's portfolio will remain in his or her file.

**Components of the MCAS-Alt:** Your child's MCAS-Alt portfolio will include some or all of the following:

1. **Samples of student work:** A collection of your child's best classroom work demonstrating his or her performance at different times during the year;
2. **Photographs, videotape, or audiotape:** Documentation of your child participating in classroom activities and assignments through videotape, photography, or audiotape recordings;
3. **Performance tasks:** A record of your child's participation in tasks and classroom activities related to the Massachusetts curriculum frameworks, such as listening, communicating, and using objects and materials appropriately;
4. **Your child's weekly school schedule:** A schedule of the academic courses taken by the student;
5. **Other documentation:** The student's own introduction to the portfolio; a verification letter signed by parents stating that they have reviewed their child's portfolio or were invited to do so; and letters of support (optional) by peers, employers, community members, etc.

**Submission of the Portfolio:** In early April, your child's teacher will submit your child's portfolio to the Department of Elementary and Secondary Education to be scored. In all, no more than 20 people outside your child's school will view this material, including staff from the Department of Elementary

and Secondary Education, the state's test contractor, and professional scorers under formal agreement with the Department trained for the purpose of scoring alternate assessments.

**Confidentiality of Your Child's Student Records:** The information submitted as part of the MCAS-Alt constitutes student record material that is confidential under state and federal law. Those persons who review and score the information will be instructed regarding the confidentiality of the material. Your child's name and other identifying information will not be released to third persons other than those with whom the Department has contracted for purposes of implementing the MCAS-Alt. Portfolios are returned to your school and must be kept on file as part of your child's *temporary record*.

**Revocation of Consent:** You may revoke your consent to allow your child to be photographed, videotaped, and audiotaped for purposes of the MCAS-Alt at any time and for any reason. However, your child will still be required to participate in the MCAS-Alt.

**Obtaining More Information about the MCAS-Alt:** If you have any questions about the MCAS-Alt or your child's participation, please contact the Massachusetts Department of Elementary and Secondary Education at 781-338-3625 or by email at [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

This *Consent Form* must be signed by one or both of the child's parents or guardians. Consent signifies agreement to your child being videotaped, photographed, or audiotaped for purposes of the MCAS-Alt.

Within thirty days of receiving this form, sign and return it to the child's teacher or principal.

## Statement of Consent:

I have read and understand all of the information in this *Consent Form*. I knowingly and voluntarily allow my child's school to release information about my child:

\_\_\_\_\_  
(child's name)  
at \_\_\_\_\_  
(name of school and address)

I will allow my child to be photographed, videotaped, or audiotaped for purposes of the MCAS-Alt and for my child's school to release recorded information about my child that is created and collected pursuant to the terms of this agreement to the Massachusetts Department of Elementary and Secondary Education and Measured Progress for review by trained professionals. I understand that I may withdraw my consent at any time, with no penalty, by contacting my child's teacher, Measured Progress or the Massachusetts Department of Elementary and Secondary Education.

Signature of Parent or Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

**CONSENT FORM**  
**For Incidental Photographing and Audio/Video Recording**  
**of a Student**

***To Parents or Guardians:***

This year, the Department of Elementary and Secondary Education will work with your son or daughter's school to conduct the MCAS-Alt. Your child's teacher will be among those who use alternate assessments with a small number of students with significant disabilities who cannot take the standard MCAS tests, even with test accommodations.

One or more students in your child's class will participate in the MCAS-Alt during 2009–2010. During this process, your child's teacher may find it necessary to use cameras and/or tape recorders to obtain educational information on these students in order to determine how well they perform certain activities. It may be necessary for your child's teacher to record the voice or image of the participating student when other students are present in the room. Therefore, there may be limited occasions during which your child may appear incidentally in videotapes and/or photographs or during which his/her voice may be recorded on audiotape. Your child will not be identified by name, nor would any student information or other materials be shared with others outside the school or district for this purpose. We request your consent to allow your child to appear in videotapes and photographs in this limited way. Thank you very much.

Student's Name: \_\_\_\_\_

School Name/School District: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

## FORMA DE PERMISO

### **Lineas Directivas para Obtener Permiso de los Padres o Guardián Para poder tomar Videos, Audiograbación o Fotografías del Estudiante**

***Para los Maestros:***

Favor compartir la *Forma de Permiso* incluida con los padres o guardián de cualquier estudiante que está participando en la Evaluación MCAS Alternativa durante el año escolar actual. Se requiere permiso para que un estudiante sea fotografiado o grabado para este propósito. Si no se obtiene permiso, no se podrán crear imágenes electrónicas y grabaciones del estudiante.

***Favor notar***

No es necesario obtener permiso para que un estudiante participe en la Evaluación MCAS Alternativa, solamente para crear imágenes electrónicas o grabaciones del estudiante, y para ciertos componentes de los archivos confidenciales del estudiante.



## FORMA DE PERMISO

### Para Video y Grabación Audio y Fotografía de Estudiantes

---

#### Para Padres o Guardián:

Como usted sabe, las leyes estatales y federales requieren que todos los estudiantes en Massachusetts participen en la evaluación MCAS (*Sistema de Evaluación Comprehensiva de Massachusetts*, por sus siglas en inglés), el programa de exámenes para estudiantes del estado. Massachusetts administra exámenes MCAS en tres áreas: Artes de Lenguaje en Inglés, Matemáticas, y Ciencias y Tecnología/Ingeniería. El Equipo del Plan Educativo Individual del estudiante determina si un estudiante con impedimentos debe de tomar el examen estandarizado MCAS, sea con o sin acomodados, o si el estudiante requiere una evaluación alterna. La Evaluación MCAS Alterna demuestra un medio para examinar el desempeño académico de estudiantes que no pueden participar en exámenes estandarizados MCAS, por causa de su discapacidad, aún con acomodados.

La participación de su hijo/a en la Evaluación MCAS Alterna constituirá cumplimiento del requisito, para que él o ella sea examinado/a a través de MCAS en el área en la cual se ha determinado anteriormente, que su hijo/a requiere una evaluación alterna.

**Descripción Corta:** La Evaluación MCAS Alterna requiere que durante el año escolar actual, el maestro de su hijo/a, a lleve a cabo ciertas actividades en el salón de clase con su hijo/a y recogerá información que refleje el desempeño educacional de su hijo/a. El maestro de su hijo/a recopilará esta información en un portafolio, y proveerá la información al Departamento de Educación Elemental y Secundaria para ser repasado por un equipo de repaso y personal específico de Medidas de Progreso (Measured Progress), el contratista de evaluaciones alternas del estado. El Equipo que repasa el portafolio incluye profesional anotadores entrenados/as, personal del Departamento y sus agentes contratistas. Los portafolios serán revisados y calificados durante la primavera por calificadores entrenados, para asegurar consistencia.

Componentes de la Evaluación MCAS Alterna: La Evaluación MCAS Alterna de su hijo/a consistirá de todos o algunos de los siguientes:

1. **Ejemplos de Trabajo del Estudiante:** Colección de ejemplos del mejor trabajo de su hijo/a demostrando el nivel en la cual su hijo/a está trabajando;
2. **Fotografías, grabaciones de video o audio:** Documentación de la participación de su hijo/a en actividades del salón de clase y asignaciones a través de grabaciones de videos, audios, o fotografías;
3. **Trabajos Escolares:** La participación de su hijo/a con el maestro en tareas y actividades en el salón de clase relacionados al Currículo tales como escuchando, comunicándose y usando objetos y materiales en el salón de clase;

4. **Horario Semanal Escolar de su hijo/a:** Esto demuestra los cursos académicos que toma su hijo/a.
5. **Otra Documentación:** Una introducción al portafolio creado por el estudiante; una carta firmada por los padres diciendo que ellos han repasado el portafolio de su hijo/a, o por lo menos fueron invitados a hacerlo; y cualquier carta o cartas de apoyo provistas por los compañeros, empleadores, miembros de la comunidad, etc.

**Sometimiento del Portafolio para Repasar y Calificar:** A principios de abril, el maestro de su hijo/a someterá el portafolio del estudiante al Departamento para ser repasado por calificadores entrenados. En conjunto, no más de 20 personas fuera de la escuela de su hijo/a mirarán este material, todos ellos, sea personal del Departamento de Educación Elemental y Secundaria o personal contratista de exámenes del estado bajo acuerdo formal con el Departamento que están entrenados para el propósito de calificar evaluaciones Alternas.

**Confidencialidad de los Archivos de su Hijo/a/Estudiante:** La información creada y recogida como parte de la Evaluación MCAS Alterna constituye material de archivo del estudiante y es confidencial bajo la ley estatal y federal. Aquellas personas que constituyen el equipo de repaso de portafolio y quienes estarán repasando y evaluando la información con su consentimiento serán informados respecto a la confidencialidad del material. El nombre de su hijo/a y otra información que lo identifica no se dará a terceras personas fuera de las que el Departamento ha contratado para el propósito de creación y implementación de la Evaluación MCAS Alterna. Los portafolios son regresados a su escuela y deben permanecer archivados como parte del record temporero de su hijo/a.

**Revocación del Permiso:** Usted puede revocar su permiso para permitir que su hijo/a sea fotografiado y estar en video o audio para propósitos de la Evaluación MCAS Alterna en cualquier momento y por cualquier razón. Su decisión en hacerlo no afectará la relación entre usted o su hijo/a con la escuela o con el Departamento de Educación Elemental y Secundaria. Sin embargo, seguirá siendo requerido que su hijo/a participe en la Evaluación MCAS Alterna.

**Obteniendo Más Información Acerca de la Evaluación MCAS Alterna:** Si usted tiene alguna pregunta acerca de la Evaluación MCAS Alterna, o la participación de su hijo/a, favor comunicarse sea con el Departamento de Educación Elemental y Secundaria al tel: 781-338-3625 o por correo electrónico a [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

Esta *forma de permiso* debe ser firmada por uno o ambos de los padres o guardianes del niño/a. Permiso significa estar de acuerdo que su hijo/a sea fotografiado o video grabado o audio grabado para propósito de la Evaluación MCAS Alterna.

Dentro de treinta días de recibir la forma, debe de ser firmada y devuelta al maestro del niño/a o Principal. El original debe de ser incluido en el portafolio de la Evaluación MCAS Alterna para someterla al Departamento, con una copia duplicada en el archivo temporal del estudiante.

## Declaración de Permiso:

Yo he leído y yo entiendo toda la información en esta Forma de Permiso. Yo conscientemente y voluntariamente autorizo a la escuela de mi hijo/a a dar la información acerca de mi hijo/a:

\_\_\_\_\_ en \_\_\_\_\_  
(Nombre del niño/a) (Nombre de la escuela y dirección)

a ser fotografiado, estar en video o audio grabado para propósitos de la Evaluación MCAS Alterna y para que la escuela de mi hijo/a dé la información acerca de mi hijo/a que es creada y recogida en términos de este acuerdo al Departamento de Educación Elemental y Secundaria de Massachusetts y Measured Progress para ser repasada por profesionales entrenados. Yo entiendo que puedo retirar mi permiso en cualquier momento, sin ninguna penalidad, comunicándome con el maestro/a de mi hijo/a, Measured Progress o el Departamento de Educación Elemental y Secundaria de Massachusetts.

Firma del Padre/Madre o Guardián: \_\_\_\_\_

Fecha: \_\_\_\_\_

## **FORMA DE PERMISO**

### **Para Grabación de Video y Audio y Fotografía Incidental de Estudiantes**

***Para los Padres o Guardián:***

Este año el Departamento de Educación Elemental y Secundaria una vez más llevará a cabo la Evaluación MCAS Alterna en salones de clase del a través del estado. El maestro de su hijo/a estará entre aquellos que usan evaluaciones alternas con un número pequeño de estudiantes con discapacidades significativas que no pueden tomar exámenes MCAS estandarizados, aún con acomodos de exámenes.

Uno o más estudiantes en la clase de su hijo/a participarán en la Evaluación MCAS Alterna durante el año escolar 2009–2010. Durante este proceso, el maestro de su hijo puede encontrar necesario el usar cámaras y grabadoras para obtener información educacional en estos estudiantes, para determinar cómo desempeñan ciertas actividades. Puede ser necesario para el maestro de su hijo/a el grabar la voz o imágen del estudiante, participando y envuelto en actividades de rutina en el salón de clase con otros estudiantes presentes en el salón. Por lo tanto, pueden haber ocasiones limitadas en la cual su hijo/a puede aparecer en grabaciones y/o fotografías, o su voz en grabaciones, aunque solamente incidentalmente. Su hijo/a no será identificado/a por nombre, ni se compartirán los archivos de su hijo/a con otros fuera de la escuela o distrito escolar para este propósito. Nosotros pedimos su permiso en que su hijo/a aparezca en videos y fotografías de esta manera limitada. Muchas gracias.

Nombre del Estudiante: \_\_\_\_\_

Nombre de la Escuela/Distrito Escolar: \_\_\_\_\_

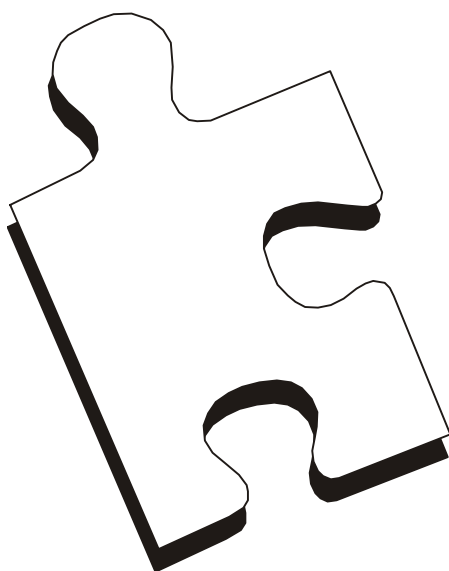
Nombre del Maestro: \_\_\_\_\_

Firma del Padre/Madre o Guardián: \_\_\_\_\_

Fecha : \_\_\_\_\_

## PART VI

# **Product Description Labels and Blank Data Charts**



## Product Description Labels

The forms on the following pages may be used to describe each portfolio product. Blank forms may be photocopied and completed by hand, or may be downloaded from the Department's website at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt). Teachers may also design similar labels containing all required information, or may simply write this information directly on each piece. If labels are used, one completed label must be attached to each piece of primary evidence, as appropriate.

- **Work Sample Description:**  
Complete and attach one label to each work sample in the portfolio.
- **Video Description:**  
Complete one label and insert in the portfolio for video segments submitted on a VHS-compatible videotape cassette or DVD.
- **Work Description for Grade 10 Competency in:**
  - English Language Arts
  - Mathematics
  - Science and Technology/EngineeringFor further information and submission requirements, see the section on Portfolios Submitted for the Grade 10 Competency Determination.

## Blank Data Charts

Submission of data charts is required in each portfolio strand, with the exception of portfolios submitted for the Grades 10 Competency Determination.

The following three methods are suggested for collecting data on the student's academic performance for the MCAS-Alt portfolio. Refer to the section entitled Guidelines for Collecting Data on Student Performance for more information and examples of completed data charts.

- **Data Method 1 – Field data chart**
- **Data Method 2 – Bar graph**
- **Data Method 2 – Line graph**

The data charts and graphs on the following pages may be used “as is” or may be customized by the teacher. Educators may also design and use their own data collection method(s), provided all required information is included. All charts must be clearly labeled. It is not necessary to use Work Sample Description with data charts.

**2010 MCAS-Alt**  
**WORK SAMPLE DESCRIPTION**

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece.  
Do not use this label for **data charts** or **videotapes**.)

**Name:** \_\_\_\_\_ **Subject:** ☐ ELA ☐ Math ☐ Sci  
**Date (m/d/y):** \_\_\_\_\_ **Strand:** \_\_\_\_\_  
**ACCURACY:** % **Learning Standard:** \_\_\_\_\_  
**INDEPENDENCE:** % **Targeted Skill:** \_\_\_\_\_

**Self-Evaluation:** (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

**Brief Description of Activity Related to Skill:**

---

---

---

---

---

(continue on reverse if necessary)

**2010 MCAS-Alt**  
**WORK SAMPLE DESCRIPTION**

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece.  
Do not use this label for **data charts** or **videotapes**.)

**Name:** \_\_\_\_\_ **Subject:** ☐ ELA ☐ Math ☐ Sci  
**Date (m/d/y):** \_\_\_\_\_ **Strand:** \_\_\_\_\_  
**ACCURACY:** % **Learning Standard:** \_\_\_\_\_  
**INDEPENDENCE:** % **Targeted Skill:** \_\_\_\_\_

**Self-Evaluation:** (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)

**Brief Description of Activity Related to Skill:**

---

---

---

---

---

(continue on reverse if necessary)

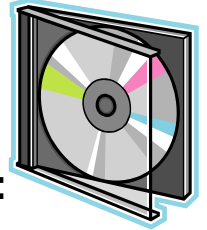
2010 MCAS-Alt  
**Video/Audio Description**

Complete one form for each submitted video segment. Insert this page in the portfolio.

**Video must be submitted in VHS, VHS-C, or standard DVD format, or it may not be scored.**

Name: \_\_\_\_\_

Content Area: \_\_\_\_\_ Strand: \_\_\_\_\_



**Description of Each Video or Audio Segment in this Strand:**

Clip #1 (TITLE):	
Date (m/d/y): _____ Learning Standard: _____ Targeted Skill: _____  Brief Description of Activity Related to Skill: _____ _____ _____ _____  Accuracy <input type="text"/> % Independence <input type="text"/> %	<b>Self-Evaluation</b> (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)
Clip #2 (TITLE):	
Date (m/d/y): _____ Learning Standard(s): _____ Targeted Skill: _____  Brief Description of Activity Related to Skill: _____ _____ _____ _____  Accuracy <input type="text"/> % Independence <input type="text"/> %	<b>Self-Evaluation</b> (Must be completed by, or scribed at the direction of student; stamps and stickers must show evidence of choices made by the student.)



# WORK DESCRIPTION for Grade 10 Competency Portfolio in ENGLISH LANGUAGE ARTS

(Attach one WORK DESCRIPTION to each piece in the portfolio.)

**Student's  
Name:**

**Date work was  
produced:**

The ELA competency portfolio must contain at least five (5) writing samples, including multiple drafts, edited and revised by the student. Writing samples must be based on grade 10 literature in which the student analyzes, interprets, compares and contrasts, and/or discusses meaning, rather than providing a plot summary. Editing by the teacher should guide the student's own revisions, rather than rewriting for the student. Work may not be rewritten by the teacher and submitted as the student's own work.

(Note: The *Language Strand* may be documented either through additional work samples or within the five required writing samples.)

Please provide information below on the attached work sample:

☐

**Language Strand:**

(check Language area(s) for which the attached piece should be scored)

☐

**Vocabulary**

Words used correctly; literal/figurative meaning

☐

**Grammar and usage**

Understand sentence structure and language conventions

☐

**Mechanics**

Punctuation and spelling

☐

**Reading & Literature Strand:**

(check only one box to the right)

☐

**Fiction**

☐

**Literary  
nonfiction**

☐

**Poetry**

☐

**Drama**

The attached writing sample is based on the following piece of grade 10 literature:

Name of literature: \_\_\_\_\_ Draft: \_\_\_\_\_ Final: \_\_\_\_\_

☐

**Composition:**

☐

**Essay Connecting a Literary Theme to Student's Life**

(check one) Draft: \_\_\_\_\_ Final: \_\_\_\_\_

(check only one box to the right)

☐

**Reflective, Persuasive, or Creative Essay**

(check one) Draft: \_\_\_\_\_ Final: \_\_\_\_\_

## ON THE ATTACHED PIECE:

What score did the student receive?

(Level of Accuracy = \_\_\_\_\_ %)

How much was done independently by the student?

(Level of Independence = \_\_\_\_\_ %)

What type and how much assistance, coaching, or prompting did the student receive on the attached piece?

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

Self-evaluation (optional) - continue on back, if needed:

# WORK DESCRIPTION for Grade 10 Competency Portfolio in MATHEMATICS

(Attach one WORK DESCRIPTION to each piece in the portfolio.)

**Student's  
Name:**

**Date work was  
produced:**

**The Mathematics competency portfolio must include:**

- work samples with a minimum of four examples or problems solved by the student for each learning standard listed below.
- evidence of the student's own thinking and problem solving. Show all work.
- a score (% accurate) for each piece of student work.
- work produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The Level of Independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

**Please indicate the strand and learning standard included in the attached work sample:**

<input type="checkbox"/> <b>Number Sense and Operations</b>	<input type="checkbox"/> <b>10.N.1</b>	<input type="checkbox"/> <b>10.N.2</b>
<input type="checkbox"/> <b>Patterns, Relations, and Algebra</b>	<input type="checkbox"/> <b>10.P.2</b>	<input type="checkbox"/> <b>10.P.4</b> <input type="checkbox"/> <b>10.P.5</b> <input type="checkbox"/> <b>10.P.7</b>
<input type="checkbox"/> <b>Geometry</b>	<input type="checkbox"/> <b>10.G.1</b> <input type="checkbox"/> <b>10.G.2</b> <input type="checkbox"/> <b>10.G.3</b> <input type="checkbox"/> <b>10.G.4</b> <input type="checkbox"/> <b>10.G.5</b> <input type="checkbox"/> <b>10.G.6</b>	
(Choose any three) <input type="checkbox"/> <b>10.G.7</b> <input type="checkbox"/> <b>10.G.8</b> <input type="checkbox"/> <b>10.G.9</b> <input type="checkbox"/> <b>10.G.10</b> <input type="checkbox"/> <b>10.G.11</b>		
<input type="checkbox"/> <b>Measurement</b>	<input type="checkbox"/> <b>10.M.1</b> <input type="checkbox"/> <b>10.M.2</b> <input type="checkbox"/> <b>10.M.3</b>	
<input type="checkbox"/> <b>Data Analysis, Statistics, and Probability</b>	<input type="checkbox"/> <b>10.D.1</b> <input type="checkbox"/> <b>10.D.2</b>	

**ON THE ATTACHED PIECE:**

What score did the student receive?

(Level of Accuracy = \_\_\_\_\_ %)

How much was done independently by the student?

(Level of Independence = \_\_\_\_\_ %)

What type and how much assistance, coaching, and prompting did the student receive on the attached piece?

What was the student asked to do in order to complete the attached piece (i.e., what was the assignment)?

Self-evaluation (optional) - continue on back, if needed:

2010 MCAS Alternate Assessment  
**WORK DESCRIPTION for Competency Portfolio in**  
**High School Science and Technology/Engineering**  
**BIOLOGY**

**Student's**  
**Name:**

**Date work was**  
**produced:**

**Attach one WORK DESCRIPTION to each work sample or collection of related work samples in the portfolio. Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
  - a score (% accurate) for each piece of student work.
  - work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.
- All topics in this discipline must be addressed in the portfolio. A minimum of ten standards must be documented.

**Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s):**

<input type="checkbox"/> Chemistry of Life	<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3
<input type="checkbox"/> Cell Biology	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3
<input type="checkbox"/> Genetics	<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3
<input type="checkbox"/> Anatomy and Physiology	<input type="checkbox"/> 4.1	<input type="checkbox"/> 4.2	<input type="checkbox"/> 4.3
<input type="checkbox"/> Evolution and Biodiversity	<input type="checkbox"/> 5.1	<input type="checkbox"/> 5.2	<input type="checkbox"/> 5.3
<input type="checkbox"/> Ecology	<input type="checkbox"/> 6.1	<input type="checkbox"/> 6.2	<input type="checkbox"/> 6.3

**ON THE ATTACHED PIECE OF STUDENT WORK:**

What score did the student receive? (Level of Accuracy = \_\_\_\_\_ %)

How much was done independently by the student? (Level of Independence = \_\_\_\_\_ %)

What type and how much assistance, coaching, and prompting did the student receive on the attached piece?

What was the student asked to do in order to complete the attached work (i.e., what was the assignment)?

Self-evaluation (optional) - continue on back, if needed:

2010 MCAS Alternate Assessment  
**WORK DESCRIPTION for Competency Portfolio in**  
**High School Science and Technology/Engineering**  
**CHEMISTRY**

**Student's Name:**

**Date work was produced:**

**Attach one WORK DESCRIPTION to each work sample or collection of related work samples in the portfolio. Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
  - a score (% accurate) for each piece of student work.
  - work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.
- All topics in this discipline must be addressed in the portfolio. A minimum of ten standards must be documented.

**Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s):**

<input type="checkbox"/> Properties of Matter		1.1		1.2		1.3								
<input type="checkbox"/> Atomic Structure and Nuclear Chemistry		2.1		2.2		2.3		2.4		2.5		2.6		2.7
<input type="checkbox"/> Periodicity		3.1		3.2		3.3		3.4						
<input type="checkbox"/> Chemical Bonding		4.1		4.2		4.3		4.4		4.5		4.6		
<input type="checkbox"/> Chemical Reactions and Stoichiometry		5.1		5.2		5.3		5.4		5.5		5.6		
<input type="checkbox"/> States of Matter, Kinetic Molecular Theory, and Thermochemistry		6.1		6.2		6.3		6.4		6.5				
<input type="checkbox"/> Solutions, Rates of Reaction, and Equilibrium		7.1		7.2		7.3		7.4		7.5		7.6		
<input type="checkbox"/> Acids and Bases and Oxidation-Reduction Reactions		8.1		8.2		8.3		8.4						

**ON THE ATTACHED PIECE OF STUDENT WORK:**

What score did the student receive? (Level of Accuracy = \_\_\_\_\_ %)

How much was done independently by the student? (Level of Independence = \_\_\_\_\_ %)

What type and how much assistance, coaching, and prompting did the student receive on the attached piece?

What was the student asked to do in order to complete the attached work (i.e., what was the assignment)?

Self-evaluation (optional) - continue on back, if needed:

2010 MCAS Alternate Assessment  
**WORK DESCRIPTION for Competency Portfolio in  
 High School Science and Technology/Engineering  
 INTRODUCTORY PHYSICS**

**Student's  
Name:**

**Date work was  
produced:**

**Attach one WORK DESCRIPTION to each work sample or collection of related work samples in the portfolio. Be sure to include:**

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work.
- work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

All topics in this discipline must be addressed in the portfolio. A minimum of ten standards must be documented.

**Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s):**

<input type="checkbox"/> Motion and Forces	<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3	<input type="checkbox"/> 1.4	<input type="checkbox"/> 1.5	<input type="checkbox"/> 1.6	<input type="checkbox"/> 1.7	<input type="checkbox"/> 1.8
<input type="checkbox"/> Conservation of Energy and Momentum	<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4	<input type="checkbox"/> 2.5			
<input type="checkbox"/> Heat and Heat Transfer	<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4				
<input type="checkbox"/> Waves	<input type="checkbox"/> 4.1	<input type="checkbox"/> 4.2	<input type="checkbox"/> 4.3	<input type="checkbox"/> 4.4	<input type="checkbox"/> 4.5	<input type="checkbox"/> 4.6		
<input type="checkbox"/> Electromagnetism	<input type="checkbox"/> 5.1	<input type="checkbox"/> 5.2	<input type="checkbox"/> 5.3	<input type="checkbox"/> 5.4	<input type="checkbox"/> 5.5	<input type="checkbox"/> 5.6		
<input type="checkbox"/> Electromagnetic Radiation	<input type="checkbox"/> 6.1	<input type="checkbox"/> 6.2						

**ON THE ATTACHED PIECE OF STUDENT WORK:**

What score did the student receive?

(Level of Accuracy = \_\_\_\_\_ %)

How much was done independently by the student?

(Level of Independence = \_\_\_\_\_ %)

What type and how much assistance, coaching, and prompting did the student receive on the attached piece?

What was the student asked to do in order to complete the attached work (i.e., what was the assignment)?

Self-evaluation (optional) - continue on back, if needed:

# WORK DESCRIPTION for Competency Portfolio in High School Science and Technology/Engineering TECHNOLOGY/ENGINEERING

Student's Name: Date work was  
produced: 

Attach one **WORK DESCRIPTION** to each work sample or collection of related work samples in the portfolio. Be sure to include:

- a clear description of the activity, a summary of the student's observations, an explanation or analysis of findings, and conclusion(s). Drafts may also be included.
- a score (% accurate) for each piece of student work.
- work samples produced as independently as possible by the student, with all corrections clearly marked, and a description of the assistance given to the student. The level of independence must be indicated below. Work may not be corrected by the teacher and submitted as the student's own work.

All topics in this discipline must be addressed in the portfolio. A minimum of ten standards must be documented.

**Please indicate the science topic(s) and learning standard(s) documented in the attached work sample(s):**

<input type="checkbox"/> Engineering Design	<input type="checkbox"/>	1.1	<input type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5
<input type="checkbox"/> Construction Technologies	<input type="checkbox"/>	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5
Energy and Power Technologies—										
<input type="checkbox"/> Fluid Systems	<input type="checkbox"/>	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5
Energy and Power Technologies—										
<input type="checkbox"/> Thermal Systems	<input type="checkbox"/>	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4		
Energy and Power Technologies—										
<input type="checkbox"/> Electrical Systems	<input type="checkbox"/>	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>	5.5
Communication Technologies	<input type="checkbox"/>	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5
Manufacturing Technologies	<input type="checkbox"/>	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3				

## ON THE ATTACHED PIECE OF STUDENT WORK:

What score did the student receive? (Level of Accuracy = \_\_\_\_\_ %)

How much was done independently by the student? (Level of Independence = \_\_\_\_\_ %)

What type and how much assistance, coaching, and prompting did the student receive on the attached piece?

What was the student asked to do in order to complete the attached work (i.e., what was the assignment)?

Self-evaluation (optional) - continue on back, if needed:

# DATA METHOD 1: FIELD DATA CHART (student performance on a series of tasks or collection of work samples related to a targeted skill)

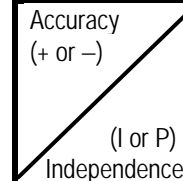
COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name \_\_\_\_\_

Content Area/Strand \_\_\_\_\_ Learning Standard \_\_\_\_\_

Outcome (Targeted Skill) \_\_\_\_\_

## KEY



+	Accurate
-	Incorrect
I	Independent
P	Prompt Used

## Brief Description

(What was student asked to do?) \_\_\_\_\_

Date (mo/day/yr):		/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Setting and Staff: →										
Accuracy and Independence for each trial (see KEY): →										
SUMMARY for this date	% Accuracy:									
	% Independence:									
Description or Comments (Required):										



## DATA METHOD 2: BAR GRAPH (instructional data summarizing the student's performance on each date)

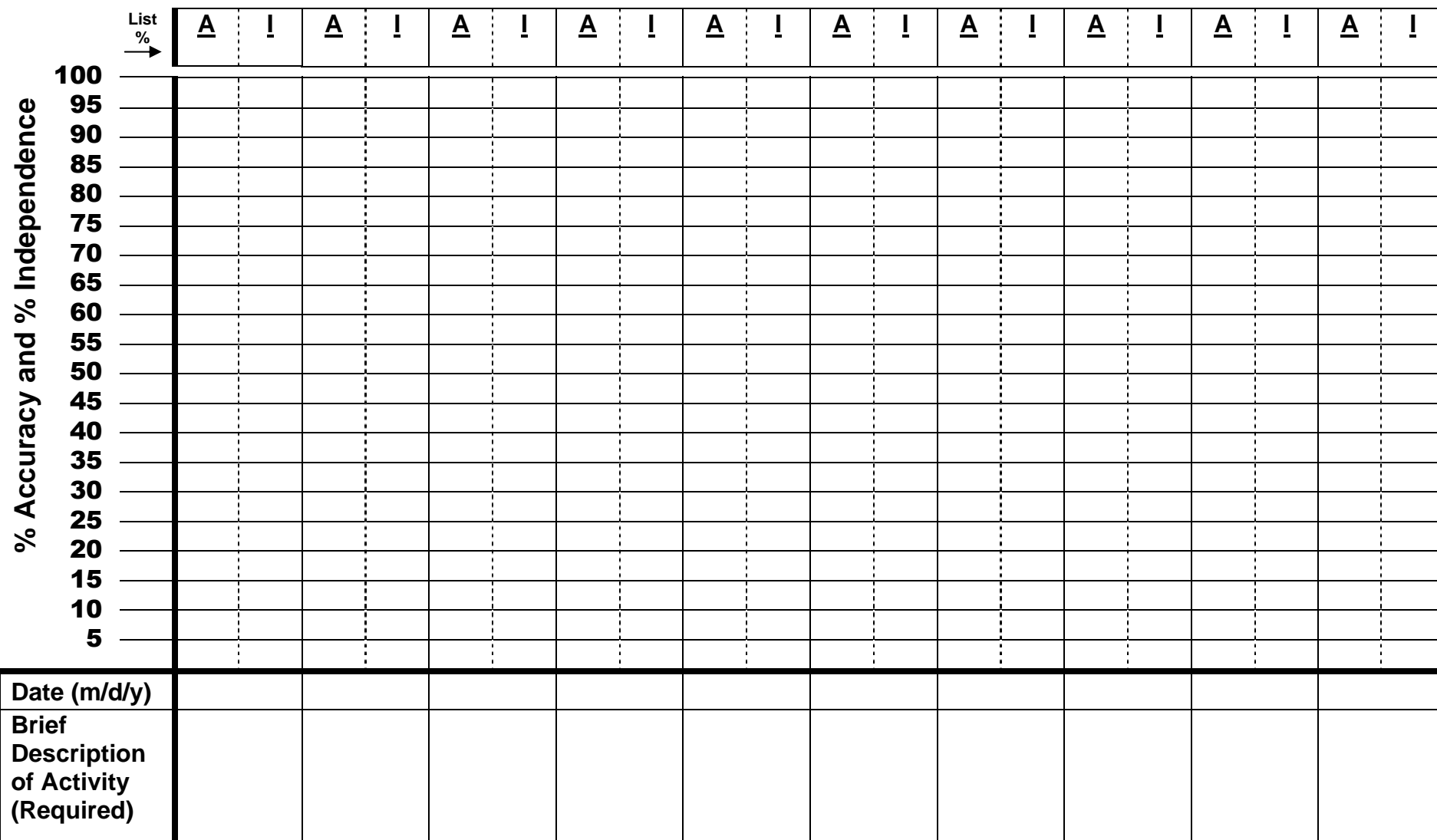
COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name \_\_\_\_\_

Content Area/Strand \_\_\_\_\_ Learning Standard \_\_\_\_\_

Outcome (Targeted Skill) \_\_\_\_\_

KEY	
% Accuracy:	
% Independence:	





# DATA METHOD 3: LINE GRAPH (instructional data summarizing the student's performance on each date)

COMPLETE ALL INFORMATION BELOW. AT LEAST EIGHT (8) DIFFERENT DATES ARE REQUIRED.

Student's Name \_\_\_\_\_

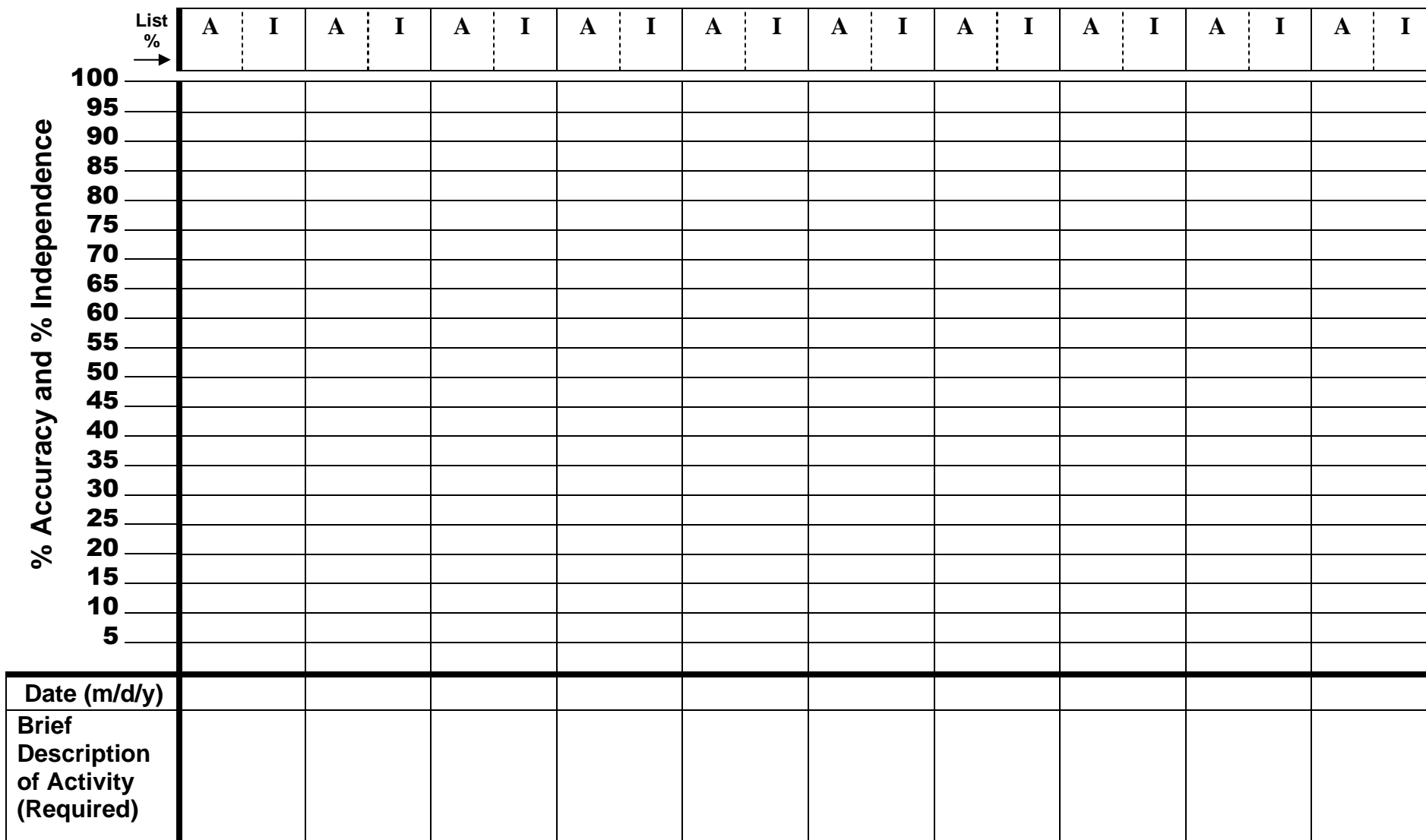
Content Area/Strand \_\_\_\_\_ Learning Standard \_\_\_\_\_

Outcome (Targeted Skill) \_\_\_\_\_

## KEY

% Accuracy (A): \_\_\_\_\_ (Solid Line)

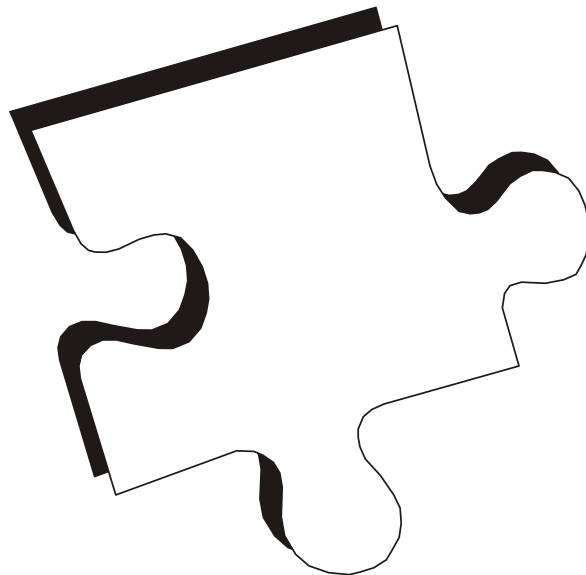
% Independence (I): \_\_\_\_\_ (Dotted Line)



## APPENDIX A

### Why It's Important to Include Students with Disabilities in MCAS

### Frequently Asked Questions About MCAS-Alt



## Why It's Important to Include Students with Disabilities in MCAS

Since 1998, students with disabilities in Massachusetts have been included in MCAS for the following reasons:

**It's the law.** Federal laws governing Title I and Special Education require participation by *all* students in statewide assessments. The Massachusetts Education Reform Act of 1993 requires students with disabilities to be assessed by MCAS. No Child Left Behind requires full participation and inclusion of all assessment results in the accountability system. The Individuals with Disabilities Education Act, the federal special education law, guarantees students with disabilities the right to participate and make progress in the “general curriculum.”

**Students who are tested are those who get taught.** When students with disabilities are tested, when their test results are counted in the total, and when schools are held accountable for their performance, they are more likely to receive their share of the resources provided to other students in the school in order to learn and to improve performance on these tests. When students with disabilities are excluded from testing, or when their scores don't count, they are less likely to be considered when decisions are made that affect all students.

**Data on student performance is necessary to determine whether, and to what degree, students are learning.** Prior to 2001, information was not collected systematically on what students with disabilities had learned in their time spent in public education. Diagnostic assessments, progress reports, annual reviews, and periodic evaluations typically focus on areas of a student's disability and the student's individual learning needs resulting from the disability, and focus only partially on academic progress. As a result, in the past it was not always possible to determine what had been taught and whether special education had been successful with a student, and to compare outcomes among students and across programs, schools, and districts.

**Inclusion in statewide assessment promotes other inclusive opportunities as well.** In order to involve students with disabilities in the same curriculum as other students, it makes sense to design inclusive instructional activities in the general education setting wherever possible. All students can participate in learning at their own speed while learning similar skills and concepts. Even students with the most significant disabilities can practice their targeted skills within the context of academic instruction in integrated settings.

**Learning improves and expectations are raised as a result.** Evidence indicates that students learn more than expected when they are given opportunities to engage in challenging instruction with the necessary support. Indeed, the performance of students with disabilities on MCAS and the rate at which these students meet state and local graduation requirements, has steadily increased.

**When professional development is enhanced, the quality of instruction improves.** While special educators are skilled at modifying and adapting curriculum for their students, typically they have not been part of discussions concerning the content being taught at the local level. The requirement to include students with disabilities in the *general curriculum* has resulted in greater awareness of the state's curriculum frameworks by special educators. Department of Elementary and Secondary Education training on the MCAS Alternate Assessment has provided educators with strategies and resources to link instruction for students with significant disabilities to state learning standards. Teachers have also received guidance on how to document the performance of students for their alternate assessment portfolios. Participation in professional development has enhanced the capacity of educators to provide challenging instruction based on the Massachusetts curriculum frameworks to students with disabilities.

# Frequently Asked Questions About MCAS-Alt

The Massachusetts Department of Elementary and Secondary Education receives many inquiries like the ones below concerning the MCAS Alternate Assessment (MCAS-Alt).

## Why assess students with disabilities on the alternate assessment?

*Rationale:* First, it's the law. Students with disabilities must participate in MCAS in order to assess their performance of skills and knowledge of content found in the state's curriculum frameworks. This means students with disabilities must take MCAS tests, either with or without accommodations, or take an alternate assessment if they cannot take the tests due to the severity of their disabilities.

Another reason for requiring alternate assessments is to measure the academic performance of students with the most significant disabilities. Before 2001, learning was not measured or reported for these students. Since taking alternate assessments, students have become more "visible" in their school and have a greater chance of being considered when decisions are made to allocate staff and resources.

There is more to the alternate assessment than "passing." The alternate assessment gives honest, accurate, and detailed feedback that can be used to identify challenging goals and instruction for each student. The evidence submitted in a portfolio ensures that students with the most intensive disabilities have an opportunity to "show what they know" and to receive instruction at a level that is challenging and attainable.

## Portfolios require some effort. How can teachers manage the portfolio process efficiently?

*Rationale:* The Department of Elementary and Secondary Education has made school administrators aware of the need to coordinate this process in schools and to meet regularly with teachers who conduct alternate assessments to identify resources for teachers who need assistance. The Department encourages all adults who work with a student to be involved in developing his or her portfolio.

At statewide teacher training sessions held during the fall and winter, the Department emphasizes the need for teachers to begin collecting student work early in the school year and to complete all required forms and cover sheets well in advance of the submission deadline. Teachers report that after the first year of creating student portfolios, they find the process much easier, and they have developed strategies to organize and manage this task more efficiently. They have made the creation of alternate assessment portfolios a part of their daily instruction, and have begun to use them to plan instruction, identify educational goals for students, write progress reports, and share information with parents. Thousands of teachers have conducted alternate assessments and are assisting each other in the process. Teachers find that portfolios help them document their students' performance in order to focus their time and attention where it is most needed.

We encourage teachers to request assistance from the Department when they need it. Expert teachers are available to help teachers who are new to the process.

## How do we know portfolios truly reflect what students have learned?

*Rationale:* If teachers follow instructions outlined in the *2010 Educator's Manual for MCAS-Alt*, they can be assured the portfolio will receive the score it deserves based on the evidence submitted. Teachers should become familiar with the scoring rubric in the *Educator's Manual* to

make certain the portfolio samples and data charts address each rubric category. Each year, written feedback is provided directly to the teachers who created the portfolios. This feedback is intended to encourage and assist the teachers to improve the portfolios the following year.

### **Why not use a different set of standards for these students?**

*Rationale:* One reason to include students with significant disabilities in standards-based instruction is to explore their capabilities. Performance expectations for these students have traditionally been quite low, and data on their performance have only recently been collected. Although “life skills” are critical for these students to function as independently as possible, academic skills are also important. *Learning standards* are defined as “valued outcomes for all students.” Why, then, should separate standards be identified for some students, and not others? And who, if anyone, should decide which students should receive standards-based instruction and which should not?

Some students with disabilities have never been taught academic skills and concepts, even at very basic levels. Yet all students are capable of learning at a level that engages and challenges them. Teachers who have incorporated learning standards into their instruction cite unanticipated gains in students’ performance and understanding. Using the curriculum resources provided by the Department of Elementary and Secondary Education to improve and enhance their instruction, they have become excited about new teaching possibilities offered by this approach.

An additional advantage to using this approach is that some social, communication, motor, self-help, and other daily living skills can be addressed during activities in which learning standards are taught, as outlined in the Department’s publication *The Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities* (2001; revised: 2006). The *Resource Guide* is available online at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).

### **Why is the graduation rate low for students taking the alternate assessment?**

*Rationale:* Beginning with the class of 2003, all students without exception were required to earn a score of *Needs Improvement* or higher on the grade 10 MCAS tests in ELA and Math, as set forth in the Massachusetts Education Reform Law of 1993, and beginning with the class of 2010, a grade 10 Science and Technology/Engineering test. No student will be denied a high school diploma simply on the basis of taking an alternate assessment if he or she can achieve a score equivalent to that of a student who passed the grade 10 tests (at least *Needs Improvement* or better). Massachusetts is one of the only states that allows students who take alternate assessments to meet the graduation requirement, but only if they score *Needs Improvement* or better.

It is true that each year, only a few students score sufficiently well to “pass” the alternate assessment in any of the required content areas and to meet the state’s graduation requirement for the subject. Since 2001, 186 students taking the MCAS-Alt have earned the Competency Determination in at least one subject. These students would not have earned a Competency Determination without this option. As students gain greater access to academic instruction, and teachers document their students’ performance more effectively, this number may increase in the future. Since students with significant cognitive disabilities comprise the majority of students taking alternate assessments, the number achieving a score of *Needs Improvement* will likely remain low in relation to the number of students who meet the Competency Determination requirement.

*For additional information, updates, materials, and participation guidelines, please visit the Department’s MCAS Alternate Assessment website at [www.doe.mass.edu/mcas/alt](http://www.doe.mass.edu/mcas/alt).*